DOCUMENT RESUME

ED 055 474 FL 002 386

AUTHOR Gomes de Matos, Francisco; Wigdorsky, Leopoldo
TITLE Foreign Language Teaching in Latin America.
PUB DATE [66]
NOTE 70p.; Offprint from Current Trends in Linguistics 4, Ibero-American and Caribbean Linguistics, p464-533

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Applied Linguistics; English (Second Language); Instructional Materials; Language Instruction; *Language Programs; *Latin American Culture; *Modern Language Curriculum; Portuguese; *Professional Associations; *Second Language Learning; Spanish Speaking; Teacher Education; Teacher Qualifications; Teaching Methods; Textbooks
IDENTIFIERS *Latin America

ABSTRACT

This report presents a survey of foreign language programs in Latin America. English as a second language is discussed as well as the teaching of other foreign languages. Remarks are made concerning language programs at various levels, teaching methods and materials, teacher preparation, status, and organizations, and acute problems. In the concluding comments, the report notes the special problems of the insufficient number of foreign language teachers and the inability to obtain appropriate materials. One of the biggest problems is a lack of communication among foreign language teachers in Latin America. The heaviest burden of responsibility for improvement rests with the foreign language teachers who have had good training. (VM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

From: Current Trends in Linguistics 4, Ibero-American and Caribbean Linguistics.

ED0 55474

FL 002 386

FOREIGN LANGUAGE TEACHING IN LATIN AMERICA

FRANCISCO GOMES DE MATOS and LEOPOLDO WIGDORSKY

I. INTRODUCTION

The difficult task entrusted to us by the editor of this volume has proven to be challenging in far more ways than these reviewers had ever thought of anticipating. Upon being offered the assignment of surveying — in less than eleven months' time, and amidst all sorts of professional commitments in their respective countries — the status and trends of foreign language teaching in the highly diversified complex which is Latin America, the writers began corresponding and exchanging views on how best to divide the assignment and proceed with the data-gathering process; an originally agreed upon outline was thus eventually changed so as to accommodate minor changes.

It was soon discovered how hard it would be to collect statistical data in order to present as objective a report as possible of many countries. Another discovery was that the questionnaire method, ideal in many circumstances, did not — in this case — seem to bring forth the kinds of prompt responses needed. The writers do not wish to sound apologetic at this point but only to make it clear that whatever they have achieved in this article is a result of the contributions of individuals who were asked to interpret the situation in their respective countries rather than of the present writers' original interpretations and analyses, as would have been the case if it had been possible for them to travel to at least some of the leading nations in the field intended to be covered. The shortcomings in the ensuing reports are, obviously, the responsibility of the writers alone but, in all fairness, it should be pointed out that the difficulties encountered in the process of gathering the data forced the writers to focus rather extensively on some countries and make but passing mention of others.

The task of surveying the field of foreign language teaching in Latin America should optimally be carried out in terms of representative regions and then gradually in terms of individual countries. It is the writers' hope that their efforts at compiling the body of fragmentary information presented here will point to the need of a series of detailed surveys. In 1964 the Center for Applied Linguistics of the Modern Language Association of America issued a questionnaire to be sent to representative teachers in Latin America and to all individuals directly involved in the teaching of English as a foreign language in that part of the world; the purpose of that initiative was to obtain information that might enrich the Center's files on the teaching of English as a foreign language. Praiseworthy initiatives such as the one just mentioned are bound to be launched in the near future; only when this has been accomplished shall we truly be able to assess in depth some of the crucial problems affecting the status of foreign language teaching in Latin America.

The difficulty in obtaining information from individuals and from institutions is aggravated by the fact that the published literature on our theme is meager and, at times, virtually inaccessible. Specialized library resources concerning the field of foreign language teaching proved relatively scant in both writers' home countries and, needless to say, information on the status of foreign languages in the Latin American schools proved even harder to obtain. In spite of all these obstacles and shortcomings the writers believe to have succeeded in — at least — doing their assignments on a closer rapport than had been planned. Except for the treatment of four countries (Argentina, Brazil, Chile and Uruguay), where the responsibility of a single writer was possible, this survey was — in general — done on a bilateral basis.

We take this opportunity to express our deepest appreciation to all those who were most cooperative and kind in supplying us with the data requested and, in some cases, in suggesting means of obtaining further information. This should, in fact, be the place for a list of individuals and institutions deserving meritorious credit for their indispensable assistance. The reports received ranged from six-page essays to one-page letters. People representing the fields of English, French, German and Italian as foreign languages, administrators of foreign language schools, heads of teacher training centers, textbook authors, directors of scholarship granting institutions, editors of journals, linguists, educators, these are just some of those who made the present survey possible.

In addition to their disappointment at not being able to obtain as much information as they had planned, the writers can not help feeling frustrated in their intentions to offer a comprehensive view of all of the foreign languages taught in Latin America. The fact that the present work leans so heavily on the status of English as a foreign language is, perhaps, an indicator of the very importance given to that language in the area under consideration. Our efforts to secure data on French as well as on other languages may not have been strong enough, but the fact remains that the generalizations made on the status of foreign languages other than English are based on a geographically broad coverage — which, after all, is a consolation in the long run.

The writers feel deeply grateful to the Editors for having permitted them to share the burden of a challenging — at times, frustrating — but above all gratifying assignment. Needless to say, the present report is to be considered as a mere stimulus for deeper and wider analyses. On the other hand, we are conscious of the fact that considerably improved results might have been obtained from more capable members of the teaching profession: we consequently submit this work to the kind reader in the same spirit of humility which prevailed throughout its preparation.

II. FOREIGN LANGUAGE TEACHING IN BRAZIL

1. *Brief Historical Background*: *Evolution of FL teaching*

In a survey intended to be informative rather than comprehensively critical it would be impossible to provide the reader with an adequate historical background to the field of FL teaching in Brazil; what can be done instead is to offer an outline presentation of historically significant events which shaped and/or have been shaping the development of the field in Brazil. At the end of this section the reader may find a few bibliographical sources which will help him pursue the desired topic in somewhat greater detail.

It has been stated by an eminent Brazilian educator that the 'evolution of FL teaching in Brazil is closely linked to the history of the Brazilian Secondary School itself'.[1] According to his analysis of the evolution of FL teaching in Brazil two historical stages can be distinguished: one from 1855 to 1931 and another after 1931. Eight years have elapsed since the publication of Professor Valnir Chagas' valuable work, and an event of great importance to Brazilian educational history took place in 1961: the passing and subsequent enforcement of the Law of Foundations and Norms of National Education (Lei de Diretrizes e Bases da Educação Nacional) which has been giving the secondary and university curricula a more flexible and realistic organization than ever before.

It can easily be seen that historically, at least, changes in FL teaching have always gone hand in hand with major educational reforms in Brazil. The first stage described by Professor Chagas was characterized by a complete lack of official concern over the methodology of FL teaching and a greater importance attached to Latin or to a Latin-based teaching of languages, in other words, both classical and modern languages were taught according to the same overall scheme of Grammar-Reading Translation. In 1931 a reform of secondary school teaching was launched which affected somewhat strongly (and for the first time) the teaching of foreign languages. This second stage was characterized by the official recognition of the so-called Direct Method and its derivatives through well thought out teaching-programs "which, notable exceptions notwithstanding, have not ... been put into practice up to now'. The present writer would add a third stage to the two periods proposed by the Brazilian educator referred to above. The third stage can be said to have started in 1961 with the enactment of the law already alluded to and, which is more significant from the point of view of FL teaching, because of the slow but gradual awakening, especially on the part of some institutions, to truly linguistically oriented approaches and resulting improvement in language teaching standards. The predominance of Latin in the curriculum, the teaching of the grammar rather than of the language, the teaching of the written language, translation activities, a growing concern over the teaching of spoken skills, initial attempts at systematized FL teaching — all such descriptive phrases could be attributed to the successive steps in the evolution of FL teaching in Brazil. Let's, however, leave history and go into the other topics outlined at the beginning of this section.

---

[1] R. Valnir, Chagas, *Didática especial de línguas modernas* (São Paulo, 1957), 504; See esp. Chap. Three: 'Evolução do Ensino das Línguas no Brasil', 84-101.

2. *The Contemporary Scene: FL Teaching in Secondary Schools, Universities and in Private Institutions*

Practically the only modern or living foreign languages which are taught in the secondary schools in Brazil are English and French in that order of importance. French had reigned supreme throughout the first stage of Brazilian secondary school education and had kept its leadership (although a slight one) up till the outbreak of World War II when the rise of English as a FL in Brazil can be said to start. An example of a humble but pioneering text for the teaching of English was *Inglês para as Américas*[2] (which had been pretested in mimeographed form in the Rio de Janeiro American-Brazilian Cultural Institute and published under its auspices in 1947). Since high school students are now given the option of only one foreign language, English gets to be favored in a ratio of eighty percent or more as against French. It might be interesting to illustrate the present trend with a typical instance: in São Paulo State official secondary schools the educational authorities favored both English and French: the former being taught in the first and second years of "Ginásio" and the latter being offered in the third and fourth grades.

In most private secondary schools in Brazil it may be a safe generalization to state that English is by far predominant and French is often not available at all. Latin and Greek have been eliminated almost entirely from the secondary schools curriculum because of their optional status. Spanish had a short-lived existence in the secondary schools — it was made into a required foreign language upon a Ministry of Education decision in 1943, but did not continue partly because of the overloaded curriculum (as many as eleven subjects) and also because it was offered as a one-year subject, two classes a week. German and Italian, which were featured in the First Stage (1855-1931), the former as a required subject and the latter as an elective, were destined to gradually disappear; so much so that only German is offered under very special circumstances in a few private schools located in Southern Brazilian states where the density of German population is relatively high. Unless another educational policy comes into effect it seems plausible to foresee the evergrowing supremacy of English language teaching in Brazilian secondary schools with most unfortunate consequences for the status of French not only on the secondary but also on the university level. Symptomatic of this trend is the scarcity of textbooks for the teaching of French, especially the locally produced ones, not to mention the almost total absence of recently published ones. The major publishing firms dealing with FL teaching materials in Brazil have already started refraining from the publication of new textbooks for the teaching of French, re-issuing, instead, the same outdated texts already available or catering to the popular taste and predilection for grammars, dictionaries, and teach-yourself type manuals. In spite of its highly privileged position in the high school curriculum, English as it is offered now (two, three, or four years in a seven-year program of studies) leaves much to be desired both quantitatively and qualitatively, turning out to be a victim of the greater educational flexibility now prevailing.

---

[2] Ned Carey Fahs, and S. Raymond Sayers, *Inglês para as américas, A new textbook for Brazilian students* (Rio de Janeiro, 1947), 113.

A student who takes English in the lower grades of high school only, will have to face the problem of taking an entrance examination to college some years later, and the time elapsed between his initial acquaintance with the language and the taking of such exam will act as a negative factor in his preparation. What is he to do to prepare for an exam which unrealistically tests reading, comprehension, spoken skills, along with control of grammatical terminology, thus placing heavier demands on the students' incipient knowledge of the language, than he could have possibly acquired after a short - term exposure in high school?

It would be extremely hard for a foreign reader to understand the predicament of Brazilian students as regards taking examinations without a simple explanation of the prevailing cultural attitudes toward examinations and tests in Brazil. Both because of a teaching tradition whereby students are prepared for final exams and in view of the fact that exams are interpreted by students as highly competitive events, a connotation of fearful enterprise becomes invariably attached to the very word "prova" in Brazilian Portuguese. It is not surprising to hear even very bright students state that they are afraid of examinations and, which is more revealing culturally, that they sometimes take tranquilizers the day before the examination is to take place. The knowledge of the above situation is indispensable to an understanding of the causes that hamper teaching in general and especially so foreign language teaching in Brazil. The fact that most teachers adhere or stick slavishly to the contents of a textbook throughout the year leads some students to become indifferent to the language learning process and instead prepare the key parts of the lessons which are to be "officially" included in the exams (instructors often tell students what will be covered) thus reinforcing the age old habit of memorization of conjugations, paradigms, and passages translated into Portuguese. This sad state of affairs is symptomatic of the whole country and points to the absence of psychological orientation on the part of teachers, educators, and parents, concerning attitudes toward learning and testing. The latter figures prominently among the wholly neglected topics (to say "disciplines" would be far too ambitious) in the teacher-training programs given in the Faculdades de Filosofia of Brazilian Universities.

The highly significant trend, to be seen in Brazil to a larger extent than in any other country in South America — for laymen, students, and professional workers, even unskilled laborers to resort to books written in English (even without any previous knowledge of the language) and to try to absorb a little of the valuable information contained in such publications (almost all published in the U.S.) is thus being damagingly offset or counterbalanced by the unsound attitudes developed by students in high schools. The successful taking of exams often means getting oneself rid of something undesirable or frightening. How much motivation for foreign language learning has died prematurely in Brazilian classrooms because of the mixed feelings of indifference and aversion built up in the students' minds through an alleged failure either in language performance or in taking exams?

The students whose parents can afford it turn to private schools of languages where actual language learning takes place or hire a private teacher on an hourly basis. The negative tone expressed in the preceding statements reflects the bitter truth regarding the role of English (and other foreign languages) in Brazilian secondary schools: they are taught more in the fashion of ordinary disciplines than as languages worthy of study in themselves. The secondary school students are mostly prepared to take the exams rather than to develop any kind of skills in the foreign language. Attempts at an improvement of the situation can be seen even on a state-wide basis — the state of São Paulo (Brasil's largest) has commissioned a group of specialists and teachers of English to prepare a syllabus and to work out provisions for the production of adequate materials and modernization of teaching techniques. The little improvement which is to be witnessed in the next few years will certainly be the result of initiatives undertaken at the local or state levels, rather than regional or national ones.

Let's turn now to FL teaching in universities and comment briefly on the status of the more commonly taught languages, that is, English, French, Italian, German, and Spanish.

On the college level English also leads the way and here the qualitative gap between it and its closest competitor (French) is a great deal wider than in the case of secondary school teaching. Students who take English in Brazilian universities are offered more opportunities for efficient learning than do those who take French — this is partly due to teacher training standards being improved by greater specialization and preparation both abroad and at home but it also reflects a number of other complex cultural factors which cannot be dealt with here.

In universities English can be taken as a subject of professional specialization, that is, which leads to a teaching certificate or a licentiate degree or in some cases as a required language for instrumental use in scientific disciplines. The latter case is typical, for example, of the University of Brasília (Brazil's best planned institution of higher learning) where science students take English compulsorily. Ever since the enforcement of the Law of Foundations and Norms there have been some radical changes in the organization of the so-called 'curricula of letters' in most Brazilian universities and although there are differences as to detail, the general plan is pretty much the same: to prepare a student, upon completion of a four-year program of courses, to teach Portuguese and only one foreign language.

In many universities another foreign language is offered along with the one chosen by the student, so as to give him a chance to learn about it (one or two-year offerings only); this is surprisingly done under the guise of 'experimentation', but it actually boils down to a perpetualized remnant of former systems where the teacher-to-be was forced to be exposed to French, Italian, and Spanish in addition to Latin and Portuguese in order to be granted the degree of Licentiate in Neo-Latin Letters. The heavily overloaded curriculum of letters which prevailed until 1961 produced generations of teachers poorly prepared to teach even one language, if any at all. Granted that the present system is far from perfect it has, nevertheless, gone a long way toward a long-dreamed of goal of prospective FL teachers: the possibility of pursuing a less diversified but more concentrated program of studies leading to a reasonable degree of professional competency in the teaching of one foreign language. More changes are bound to be made within the decade under way which may affect not only the organization of the curriculum of letters but, more importantly, the role of the FL teacher and which may perhaps bring about a badly needed revival of interest in other foreign languages, such as German and Spanish, so underservedly neglected, particularly so the latter.

In some Brazilian universities Spanish is not being offered this year or it has a minimum enrollment enough to barely justify one course.

The gradual decline of interest toward Spanish in Brazil can perhaps be explained in terms of a high degree of cultural indifference to a language supposed, by the average Brazilian, to be so similar to Portuguese as not to be worth devoting oneself to and in terms of the relative cultural and linguistic isolation of Brazil in the Southern Hemisphere which favors closer rapport with the United States and (increasingly less now) with Europe.

The ever stronger cultural bonds between Brazil and the United States only adds to the interest in English language learning — English is the window to a world of success in business, industry, science, the arts, international relations. The learning of English, to the average educated Brazilian, represents a chance to make up for the still relatively little international prestige of the mother tongue. It is too soon to make predictions, but with the slow but steadily rising wave of interest for Brazilian Portuguese studies in the United States (witness, for example, the launching in the near future of the first textbook of Modern Portuguese produced by a team of American and Brazilian specialists) more and more Brazilians will reciprocate the attention being given to Portuguese by turning to English. That something needs to be done about this sort of cultural aversion toward Spanish in Brazil is dramatically true, and the opposite holds true about the teaching of Portuguese in Spanish-speaking countries.

Enrollments of German in Faculdades de Filosofia, as the eighty-eight teacher training colleges are still known in Brazil, have been dropping at a frightening rate. Enrollment figures involving foreign languages offered at Faculdade de Filosofia of the University of Brasil (Rio de Janeiro) 1965 were as follows (figures refer to first year courses only):

Portuguese and English	(136)
Portuguese and French	(99)
Portuguese and Spanish	(28)
Portuguese and Italian	(13)
Portuguese and German	(7)

Needless to say, the above figures can not be taken as universally representative of the Brazilian situation, especially as regards Spanish. Another example is that of one of Brazil's leading Catholic Universities, The Pontifical Catholic University of São Paulo, where in its Faculty of Philosophy the 1965 enrollments for FL's were as follows:

English - 28
French - 18
German - 1
Spanish - No students enrolled
Optional Courses
Italian - 15
German - 14
Spanish - 14

For fear that the above figures may be misleading to the reader it would be well to explain that in Rio de Janeiro alone there are four "Faculdades de Filosofia", three of which are private. The relatively low number of students enrolled in the first year results from the existing conditions: fewer youngsters are attracted into the teaching profession and women students outnumber men in education courses and in foreign languages: in 1957 72% of the total enrollment for the so called "Cursos de Letras Anglo-Germânicas" (Anglo German Letters: English, German, Portuguese, Latin, Literatures and Methodology) in Brazilian Universities was made up of women, and again the female sex constituted 75% of the total enrollment in the "Cursos de Letras Neolatinas" (Neo-Latin letters: Latin, French, Spanish, Italian, Portuguese, Literatures, Methodology). The Faculdades de Filosofia in addition to having a student shortage, have to compete with private institutions where teacher-training standards are high. The Rio de Janeiro American-Brazilian Cultural Institute offers a two-year training program for prospective teachers of English which is considerably more productive than its counterparts in most if not all Faculdades in Brazil. The vocational problem as regards foreign language teaching looms large: perhaps one third or even less of a graduating class in foreign languages will become teachers. The writer recalls that only a male classmate and himself took up teaching as a profession out of a group of nine students who obtained a Licentiate in Anglo-German Letters in 1956 at the Faculdade de Filosofia de Pernambuco of the University of Recife. The overwhelmingly larger proportion of women students to men students in the foreign languages courses at the Brazilian Universities is still characteristic at present even with the more flexible course offerings and the possibility of majoring in only one foreign language. The number of diploma-seeking students in such Faculdades would be surprisingly high to a foreign observer — many of the students would not conceal their proposed objectives, whether the one alluded to, which is culturally disastrous, or just killing time or looking for a husband in the case of women.

The changes being introduced in the university curriculum of letters place heavier demands on teacher-trainers since more time has to be devoted to just one foreign language and the trainees can improve their command of spoken skills — a language laboratory is an asset in such cases but unfortunately only two Brazilian universities could boast of such a resource up till 1964 — and at the same time study the descriptive aspects of the language preceding a concentrated training in methodology of that particular language as well as practice teaching. A cogent discussion of the problems affecting the curriculum of letters in Brazil at present is given in an article written by an eminent Brazilian professor.[3]

In response to a questionnaire sent him, a professor of Italian at a small Brazilian university stated that 'on account of the recent changes made Italian was taught only in the second year (3 hours a week), therefore, it is impossible for students to study literature and everything boils down to grammar, reading, conversation and nomenclature'. Such a quotation is very revealing of the situation in many universities. Whether the position of Italian, German, and Spanish will weaken more and more in terms of students' preference, it is too soon to know — it seems, however, at the present moment that although statistically underprivileged, such languages may have a chance, their first golden chance, to survive on their own in and of themselves, freed from the shackles of a heterogeneous and unrealistic system which put as many as three FL's together in an incipient 3-year Baccalaureate Program. The writer can envisage, consequently, a strengthening and more careful planning of FL courses in universities geared to the needs and free inclinations of young students who no longer feel that they have to adjust to the impositions of the system but instead can pursue a career in the one FL they actually choose.

Other foreign languages taught in (very few) universities, especially in the South where immigration was most channeled to, are Japanese, Arabic, and Hebrew. Except for the five modern languages commonly taught, other FL offerings in the Brazilian university curriculum are exceptional and somewhat conditioned to particular local situations. This panoramic description of FL teaching in secondary schools and universities is obviously incomplete but an attempt to do otherwise would be beyond the goals of a section in a chapter.

Let us proceed, then, to FL teaching in private institutions — a topic deserving of a chapter-length treatment to say the least. 'Private institutions' means 'schools other than those on a secondary or university level whether privately or officially supported and maintained'. Included in the category of private institutions are such FLT centers as the Brazilian-American Cultural Institutes (technically known as Binational

---

[3] Ataliba de Castilho, 'A reforma dos cursos de letras', *ALFA* (São Paulo, March 1963).

Centers), Brazilian Societies of English Culture, French-Brazilian Cultural Associations, German-Brazilian Cultural Institutes, Hispanic Culture Centers, Brazilian-Italian Institutes, the Yázigi Institute of Languages, to mention only the best known specialized centers of FL teaching in the country. In a report on the first Inter-American Symposium in Linguistics and Language Teaching published in IRAL[4] the present writer mentioned the Binational Center Language Teaching Activities (American English) as one of the typical examples of wholly or partly successful teaching programs in Latin America. It may be appropriate to add now, that this is most vehemently so in the case of Brazil. Some of the outstanding contributions made by Binational Center Language Teaching in Brazil can be summarized as follows:

Over twenty five years' experience in the sponsoring and planning of two-week summer seminars for teachers of English, often with State of Federal government recognition (17 Seminars were held in Brazil in 1963 attended by nearly a thousand teachers) have turned such Centers in the most influential sources of methodological and linguistic inspiration in the country. It is primarily due to the influence of such seminars and other longer teacher-training programs (in Rio de Janeiro, São Paulo, Belo Horizone, Recife among other cities) that secondary teachers of English have become acquainted with newer methodological approaches and teaching techniques and that they are being given the opportunity to take the Michigan Proficiency Examination or to apply for a scholarship to study in the United States, thus helping to disseminate important ideas and concepts to others in the profession. It can be said that the efforts of the Binational Centers scattered all over Brazil have done more to the cause of better English language teaching than any other institution or group of institutions of a similar kind. The production of pioneering textbooks for the learning of spoken English and the preparation of manuals designed to orient the teacher according to present day trends[5] and the almost universal emphasis on the teaching of Spoken English in private institutions is a consequence of the role played by the Brazilian-American Cultural Centers. One of the pioneering sensibly produced high school series for the learning of English in Brazil, *Learning by Doing* (by Heini Wenzel — Rio de Janeiro, 1957) was prefaced by the then English Language Consultant for Binational Centers in Brazil, Mr. John J. Ewing, who actually helped that author by writing a Manual of Pronunciation to be used in conjunction with the four-volume series. In his introduction Mr. Ewing points out that 'the series meets all the requirements considered essential for a good beginning text for secondary school', and he adds that the Rio de Janeiro Binational Center had begun to use such books in demonstration classes in their annual seminars for English teachers. Binational Center officials have been contributing very vigorously to the incorporation of the latest scientific techniques in Brazilian classrooms and textbooks. The so-called oral approach has in Brazil been almost overwhelmingly associated with the materials produced by the staff of the English Language Institute of the University of Michigan; no wonder, therefore, that some Brazilian-textbook writers give credit to that center for inspiration. The influence of American methodological approaches has been felt in Brazil especially in the Binational Centers, in the Yázigi Institute of Languages, and in a few universities where one or two faculty members happened to have pursued graduate-level programs of study in the United States through teacher-development grants sponsored by the State Department. In the English departments of some of Brazil's largest universities the visitor from abroad is likely to meet a teacher who has studied in the Universities of Michigan, Texas, Georgetown, and San Francisco State College among others. Names like Fries, Lado, and Prator are relatively well known to Brazilian teachers of English who have studied under specialists trained in the United States. An interesting fact about the influence of the oral approach is that along with it there has arisen an interest in applied linguistics. The only book published in Portuguese dealing with linguistics for language teachers is still the translation of Edwin Cornelius' *Language Teaching* — the Brazilian edition came out four years after the publication of the English original (1957) and it is now out of print. There certainly seems to be a market for books of this sort, whether locally produced or translations of significant American and European works. Eight years have gone by since the appearance of Cornelius' *O Ensino de Idiomas* (São Paulo, Editôra Nacional) but not a single new title in Portuguese has been made available commercially since then. Would this be an indication of publishers' general reluctance to invest in the field of FL teaching manuals or of the lack of competent individuals who could write such books? The first alternative seems to be the plausible answer — the very initial transition of the field as regards privileged private institutions, where some departures are being made from the traditionally used approaches to FL teaching, does not serve as a strong justification for publishers to acknowledge this commercially — witness the general poor quality of textbooks produced for secondary schools — let alone to publish guides to FL teaching which may incorporate some of the principles and findings of the still relatively new field of Applied Linguistics. Those who state that the discipline of Linguistics was prematurely included in the Brazilian University curriculum (the author is bound to sympathize with such view now) without a carefully thought out blueprint for its implantation in the nation's oversurplus of Faculdades de Filosofia, are not surprised to find that publishers reject suggestions for translations of important introductory texts in linguistics because of the low potential market for such works.

---

[4] Francisco Gomes de Matos, 'Interamerican symposium brings linguists and teachers together', *IRAL* Vol. 1/3 u.4, (Heidelberg, 1964). Reprinted in *English teaching forum, USIA* No. 1, (1964).

[5] A. J. Hald Madsen, *Teaching English in Brazil*. Practical Linguistics and Methodology for English teachers. (Rio de Janeiro, Ao Livro Técnico S.A., 1964), 163.

Long before the official recognition and introduction of Linguistics in the Brazilian University curriculum (see the Linguistic Reporter article, Oct. 1962) Binational Centers had already stimulated the minds of hundreds of teachers with some of the basic principles of the science of languages, especially as applied to English language teaching. To give credit to all the American and Brazilian teachers who have contributed to the successful evolution of BN centers would call for too lengthy a description, better fitted to a still-to-be written history of Binational Center English Teaching Programs in Latin America, where Brazil would figure prominently.

Although far from being characterized by uniformity of methodological approaches, Binational Centers in Brazil, especially the ones located in the country's largest cities have achieved an enviable degree of efficiency in their English teaching programs. A Teachers' Association has been developed in one of them (see the March 1963 issue of the English Teaching Form) so as to evidence the seriousness of purpose binding teachers together.

The introduction of electronic language laboratories in such centers (7 were in operation in 1964) — added greatly to the already existing assets, although it has brought about a need for the construction of and experimentation with material adequate for use in the laboratory, whether as supplementary to the textbooks used or as fully integrated courses. To say that such labs were operationally ready for use would be more descriptive of the present situation — the Agency for International Development upon donating most of the electronic laboratories now installed in Brazil was certainly well intentioned, but how well prepared were the teachers to use such labs to be able to make their students profit from such resources? The word laboratory, such as the expression audio-visual, has become fashionable, as can be seen in ads publicizing the 'electronic teaching of foreign languages' in some of Brazil's bigger cities such as Rio de Janeiro, São Paulo, Recife, and Porto Alegre. Are language laboratories used as true reinforcers of the teacher's work or is modern technological gadgetry being used for the sake of novelty; thus defeating its very purposes? That laboratories are being misused should not come as a shock to impartial observers — they were as prematurely introduced on the scene in Brazil as was linguistics in the college curriculum. In the case of linguistics, emergency attempts were and are being made to remedy the situation, but in the case of laboratories each institution has the final say, and professional pride often hampers enlightenment if it is offered. A great deal of assistance is needed to see that such costly equipment and installations do not go to waste — the institutions which were generous enough to donate such aids could either provide such training for the proper utilization of laboratories or then try to persuade the Brazilian institutions to finance such badly needed orientation.

In 1963, according to statistics supplied by the United States Information Agency, there were thirty-eight large Binational Centers in Brazil (a third of the total number of such institutions in Latin America) with an estimated total enrollment of 39,957 students. In that year Argentina ranked second with thirteen centers. The number of Anglophil Societies (called Brazilian Societies of English Culture) operating in Brazil totaled ten in 1964 as against thirty-five in Argentina and fifteen in Uruguay. A basic difference between the American and British Centers is that the former are usually given a more substantial material assistance, but it is interesting to note that FL teaching with British attempts to keep up with modern developments are gaining momentum — six language labs had been installed at the time of writing, and plans to equip all the 'Culturas' were well under way. The fact that they are independent organizations (not under the control of the British Council although to some institutes a British Council officer is seconded as Director and a small subsidy is made available) accounts for the difficulty in obtaining statistics for them. The Alliances Françaises, like other institutions maintained by the strong spirit of cultural cooperation and friendship between Brazil and a foreign country, are autonomous entities pursuing a variety of goals, among which is the teaching of French language and civilization.

Generalizations on the quality of instruction prevailing in either British or French institutes are dangerous to make because of the lack of published literature and the difficulty in obtaining reliable, objective reports — personal and, therefore, hasty observations made by the writer resulting from visits paid to centers in the largest Brazilian cities (including interviews with key personnel) can give but a fragmented glimpse of the total picture, which is sufficiently complex and multifaceted, to call for a rather patient and detailed analysis. Instead of risking any critical statements, devoid of objectivity, the writer would rather focus on two facts which have impressed him regarding the operation of the above mentioned centers: attention to the teaching of the spoken language (with utilization of audiovisual materials) and concern over the refining of methodological procedures through specialized seminars and the production of supplementary materials to make up for deficiencies in textbooks used.[6]

Except for the American, British, and French Brazilian Institutes, where FL teaching seems to range qualitatively from fair to excellent, no other Binational Institutes have earned as much prestige with the public and educational authorities at large as those, although some German-Brazilian centers have given evidence that they, too, can offer good quality instruction and want to compete as vigorously as their human and material resources will allow them. Unfortunately the teaching of Italian and Spanish still suffers from all the capital sins of traditional language teaching and the relatively little being done even in their most congenial habitats, such as their respective Cultural Centers or Institutes, leaves too much to be desired from the methodological standpoint. Greater emphasis on cultural and literary activities has characterized such institutions, rendering fruitless any attempts toward better language teaching. In a few instances where such Institutes are affiliated or happen to operate in close relationship with a University (this is, for example, true of the University of Bahia) the teaching of the language (Spanish in this case) can live up to the basic requirements of contemporary methodology. A proliferation of small private 'courses' devoted to the teaching of foreign languages especially English has in the past five years taken place in Brazil's largest cities — FL teaching is becoming more prevalent on the private initiative level, but then, the quality of instruction may range from poor to very good.

The only typically Brazilian institution (with a nation-wide network of schools

---

[6] *Supplementary lessons to Candlin's English for foreign students, teacher's notes* (mimeographed) (Produced by the staff of the British-Brazilian Center, Rio de Janeiro, 1964).

(branches) which ranks high on the FL teaching field is the Yázigi Institute of Languages (see the article in The Linguistic Reporter, June, 1965), the first organization to have a Department of Studies and Research, and to publish a journal devoted to FLT.

3. *Methods and Materials: Methodological Approaches and the Influence of Textbooks*

The development of FL teaching in Brazil has paralleled to some extent major reforms in both secondary and university education. If we were to trace the adoption of methodological approaches from the earliest days of the secondary school we would have two alternatives: either make an analysis of the most widely sold textbooks from the middle of the nineteenth century up to the time of this writing or then examine the official teaching programs established for FL's by Ministry of Education decrees in 1911, 1915, 1945, and 1951. The second alternative, being the easier one to take advantage of, would reveal that many have been the detours to reach a not entirely inaccessible destination: realistic language teaching. Pedagogical terminology was publicized and expressions like 'Direct Method' and even 'Scientific Method' were applied. There remains no doubt that unknowingly and inaccurately to do so did more harm than good to the well intentioned proponents of such reactions against grammar-translation methods. Complaints against the enforcement of the principles of the Direct Method, explicitly (and later implicitly) embodied in the 'official programs' were sometimes voiced by the textbook writers themselves.

In the preface of one of the textbooks published for secondary students of English in 1954[7] the authors voice their disillusionment over the Direct Method by stating 'we have been most unwilling to prepare this textbook for beginners, according to the Direct Method. We have striven to cut down on the improprieties of an already obsolescent method in the United States.' In spite of their feeling somewhat rebellious against the official programs or their heritage, the authors did not, as is still typical of 90% of textbook writers in Brazil, depart from traditional practices. It is no wonder, then, that the most widely sold series for learning English in Brazilian secondary schools happens to be a product of Direct-Method dominance in Brazil: no less than 800,000 copies of Book I have been sold since its appearance in the market in the 1930's. High school textbooks (only a couple have outlived the school reforms) cling tenaciously to old-fashioned contents because of the almost perennially unchanging pattern of teaching prevalent in schools.

It would not be fair to state that all secondary school textbooks available in Brazil for the learning of FL's lack at least a sprinkling of what Robert Lado wisely labels a scientific approach to language teaching, but even in such cases the book's contents and general organization belie the 'linguistic' tone professed in the Foreword or in the Instructions to the Teacher. Statements such as 'the linguistic aspects of the English language were taken into consideration, 'the classification and grading of this material were based on the sentence patterns of structural linguistics', 'this book is mostly based on the most direct and active method, the Scientific-Linguistic Method (Oral Approach) adapted to the needs of our secondary schools' are all taken from very recent textbooks — this pseudosophistication on the part of the authors is less to be blamed than the introduction of labels such as 'linguistic', and 'oral approach', as counter words in teacher training institutions responsible for the professional preparation of future language teachers, a topic which merits discussion in the next subsection. If the question were put to a well trained FL teacher in Brazil (they are still quite scarce these days) of how best to classify high school textbooks he would probably say that there are those adaptable to oral work and those that aren't. The latter category would, in turn, include those which are word-learning oriented and those which focus on unsystematic completion drills. An examination made by the writer of a dozen recent secondary textbooks of English shows that except for the insistence on the teaching of spoken English such books suffer from the same basic ailments afflicting similar tools produced in other Latin American countries, that is, they are culturally poor, linguistically artificial (witness a sentence in a pattern drill like: the picture of the elephant in the book of this girl is red), entirely unsystematized, ungraded, heavy on grammatical theory, and not amenable to objective testing.

---

[7] Brito, Jurandir de and Von Sohsten, Elijah, *The Brazilian teacher of English* (São Paulo, Editôra do Brasil, 1954), 78.

What solutions can be proposed to such problems? Why do secondary school teachers of English and French decide to adopt books produced in the United States, England, or France instead of locally constructed materials? Why are some American books being printed by Brazilian publishing houses in order to supply the market? The answer to these questions lies in the fact that once government decrees ceased to exercise too rigid a control on teaching (through the official programs) with an increasing greater autonomy given to schools and teachers themselves in the organization of curricula, it was only natural that Brazilian FL teachers looked for texts which, already being used in institutions such as the Binational Institutes, helped them teach less and less about the language as the previous generations in the profession had been indulging in.

Such apparently sad state of affairs may turn out to be one of a number of decisive factors which will challenge the educational authorities and all those responsible in the field of FLT to do something about the problem of textbook construction. We can conclude then that in a sense the adoption of foreign produced textbooks will serve a twofold purpose: that of giving FLT a corrective touch, a polishing up, and of awakening the profession's interest in the crucial problems. How influential can one or two sound Brazilian produced textbooks be, now that more foreign books are being made available and plans have been announced for the adaptation of an

American Series to Brazilian needs?[8] The future of FL textbook construction is not to be interpreted as optimistic.

4. *The Status of the FL Teacher: Socio-Economic Standing and Professional Preparation*

The dichotomy between private and official or public school teachers in Brazil needs to be further subdivided in order for one to have an idea of the socioeconomic standing of FL teachers: the majority of FL teachers are employed in private high schools (which made up 72% of the total system of secondary education in Brazil in 1960) according to the Report of the Brazilian Director of Secondary School Teaching.[9]

Only a little more than a fourth of the secondary school teachers work in official or state supervised schools. The official teachers holding permanent jobs (through competitions) are usually underpaid and have to work, just like their colleagues in private schools, in one or two other schools in order to make a decent living. Most teachers put in eight to twelve hours' work a day, five days a week is a normal pattern. How this reflects on professional performance, especially in a dynamic field as FL teaching, can be easily deduced — tired, overburdened instructors produce dull, tiring, reading-and-translation practice. To quote the educator and member of the Brazilian Federal Council of Education, Valnir Chagas: 'What is actually done in our secondary schools about FL teaching, besides the unproductive grammar teaching and the indestructible read-and-translate technique?' In addition to the socioeconomic problems afflicting the secondary school teacher (he works mostly on an hourly basis with a meager paid vacation to compensate for his heroic efforts throughout the school year) a share of the blame goes to the inadequate professional preparation of most teachers hastily absorbed in intensive type courses held every year (especially in small towns in the country) to cope with the evergrowing problem of shortage of officially licensed teachers. By taking such orientation courses and upon successfully passing the final exam the prospective teacher (who usually has only a high school certificate) is qualified to teach in secondary schools. A more privileged position is that of bearers of Proficiency Certificates issued by the Universities of Michigan, Cambridge (England), Nancy and Sorbonne through American, British, and French Cultural Centers where such examinations attract hundreds of candidates every year. The Brazilian legislation is perhaps unique in this respect in all of Latin America: it grants the bearers of such certificates the right not only of teaching the foreign language in secondary schools but also of obtaining credit for the language in the university if the candidate wants to start college in order to become a teacher. The high caliber quality of some of the teacher-training programs administered in American, British, and French Institutes has enabled advanced students registered in those schools to turn to teaching as a career, and the granting of some well deserved privileges to the bearers of the above mentioned certificates resulted, in the long run, from the wise analysis made by the Brazilian Federal Council of Education of the problems of FL teacher shortage.[10]

---

[8] *English for today* (Books, I, II, III, IV) Produced by the National Council of Teachers of English. (New York, Mc Graw-Hill, Inc. 1963-4-5).

[9] *Relatório da diretoria do ensino secundário* (Rio de Janeiro: Ministério da Educação e Cultura, 1952-1961).

The demand for FL teachers being great as it is, has brought about praiseworthy initiatives on the part of the Ministry of Education aimed at improving the contents of the existing emergency teacher training courses which lead to the 'Exames de suficiência' (candidates are to pass an exam testing minimal desirable professional competency). The production of updated teachers' manuals for use with the trainees in such intensive programs is an instance of governmental interest in such matters. In two of such methodological manuals for prospective teachers of English[11] the trainees are instructed very sensibly concerning the aims of the teaching of English in secondary schools and are given basic orientation on the teaching of the four skills of listening, speaking, reading, and writing and are supplied with fairly good bibliographies. The title of 'private teacher' in Brazil is usually attached to a person who runs his own private school or language course (considered by the unworthy members of the profession as *good business*). In the case of FL's, and especially so of English, the private teacher has his own share of a booming, thriving market. It is mostly Brazilians who make up the strong contingents of private FL teachers, but natives (Americans, Englishmen, Frenchmen) are sometimes attracted to a professionally and economically rewarding activity. The more successful (and sometimes elaborately equipped) FL courses are usually listed in telephone books of bigger cities. Although such private language teachers have no such advantages as social security, a permanent job, or the academic prestige of a university position or degree they manage to become financially stable and can often plan on either expanding their courses through the opening of branches or merging with another competitor. Aside from the class of economically privileged teachers of foreign languages (English, for that matter) there is the class of part time teachers who teach in one of the American-Brazilian Centers, in a Yázigi School, or in other similar institutions. Up till the end of 1964 the bearers of the Proficiency Certificates issued by the Universities of Michigan, Cambridge, Nancy, and Sorbonne (through American, British, and French Cultural Institutes in Brazil), who had also completed an officially recognized teacher-training program, would be entitled by the decisions of the Brazilian Federal Council on Education to enter a Faculdade de Filosofia's Course of Letters and register in the last year (called 'Didática') so as to take the methodological disciplines which would turn the candidates into teachers of the foreign language which they had had previous training in. Such privilege granted to an evergrowing number of individuals was destined to help the cause of realistic foreign language teaching in the country and to cope with the problem of teacher shortage for secondary schools (upon completion of the last year in the Faculdade de Filosofia the candidate would be entitled to teach in high schools only). It is a well known fact in Brazilian circles devoted to foreign language teaching that sometimes the professional competence of teachers from private institutions such as the Binational Centers is far superior to that of university teachers themselves. No wonder then that private institutions supply the country's best qualified teachers and that we find the same teacher holding a job in college and teaching part time in such bicultural centers as was mentioned above. The granting of such a privilege has now been revoked, much to the disappointment and disillusionment of hundreds of young people who were hoping to gain access to college through their already proven achievements in a teacher-training course and the successful passing of a universally recognized proficiency exam. The reforms brought about by the Law of Foundations and Norms have made it impossible for the above mentioned privilege to continue being granted. What had been a significant initiative, unprecedented in Latin America, now belongs to history, but only time will tell us whether the revoking of a hitherto healthy trend will become a liability in the country's meager baggage of educational initiatives in the field of foreign language teaching. Hasn't a deadly blow been given to a number of potential vocations for FL teaching by revoking such decisions? This question is often asked now, and so is the following: Is the training of FL teachers to be confined exclusively to Faculdades de Filosofia? How well prepared are such teachers' colleges to perform what is expected of them? Too much remains to be done before even a mildly optimistic answer can be given in the future. The greater flexibility and authenticity expected to characterize the curriculum of letters through a wider choice of offerings in foreign languages than had ever been possible before and the student's majoring in only one foreign language have to go hand in hand with a sincere awareness on the part of university language departments that the invaluable aid of private institutions cannot be dispensed with — it is actually indispensable that colleges and private institutions pool their efforts together for the pursual of a national reform in the field — anything other than this will only lead to continual frustration and pseudoacademic achievements.

---

[10] *DOCUMENTA*, journal of the Brazilian Federal Council on Education. See esp. No. 9 (1961), No. 10 (1962) and the 1964 issues for text of decisions.

[11] Lima, Enny and Aragão, Vera de Beaurepaire, *Roteiro de inglês* (Rio de Janeiro, Cades, 1963), 113. Filho, Miguel Azevedo, *Técnicas do ensino de inglês* (Rio de Janeiro, Cades, 1962). 210.

The eventual passing by Congress and the President of the Statutes of Higher Education Teaching will surely make it possible for university teachers to work on a fulltime basis, either devoted to teaching or to research, and earn a salary worthy both of their professional responsibilities and achievements. A new era will undoubtedly be started, which is bound to affect education on lower levels in a very positive way.

With the advent of the Statutes of the University Teacher we can, perhaps, envisage similar projects which may benefit the secondary school teacher. It is the latter who are, after all, responsible for most of the teaching in the country — it is they who help shape the minds of youngsters for adjustment in society. As long as secondary school teachers are denied better salaries, and until their training gets strengthened on a nation-wide basis, one can not hope for substantial gains both quantitatively and qualitatively. There have been school reforms which theoretically have tried to alter the course of events, and as regards FL teaching they have attempted to enforce a modern methodological orientation, but in practice, with a few notable exceptions such as the orientation courses already referred to and seminars held under the auspices of Binational Institutions, very little has been achieved. The cry for better preparation, for better materials is very vigorous now and may even be beginning to be heard: in the Sixth Brazilian Congress of Technical and Commercial Teaching (English and French are featured in those curricula, too) held last year, recommendations made by the participants in round table discussions on FL teaching emphasized the need for the holding of specialized seminars on FL's to best orient teachers, in addition to suggesting that the old-fashioned teaching programs be replaced by more linguistically oriented plans.[12]

Opportunities for professional improvement and even specialization in the teaching of FL's do exist, although on a small scale, through scholarships and grants offered by the Brazilian Ministry of Education itself and by the Fulbright Commission, the British Council, other foreign government agencies and/or foundations represented in Brazil through diplomatic missions. The Fulbright Commission, for example, has sent an average of twelve Brazilian teachers of English for study in American universities every year, and the number of applicants awarded grants is increasing. Granted that FL teacher training is a major problem in Brazil, what about the training of teacher trainers? This is an even more painfully acute problem — foreign countries such as the United States, Great Britain, France, Italy, and Spain in that order of importance sometimes make it possible for trainers of FL teachers to specialize abroad or they have specialists brought to Brazil in the capacity of visiting professors to participate in seminars, give semester-length courses, and to contact leading members in the profession in several Brazilian academic centers. The contributions stemming from foreign sources are more significant, in that respect, than those made by the Brazilian government itself. A Brazilian Congress of Foreign Language Teachers has never been held and the only National Convention of Teachers of English was held in Rio de Janeiro in January of 1950. It can be claimed that in a country so big as Brazil things are best accomplished on a regional basis — there was, for instance, a Regional Congress of Teachers of English, held in Recife in 1954 under the auspices of Pernambuco State Association of Teachers of English — but the Ministry of Education can offer more substantial assistance on a nationwide basis to initiatives taken by private institutions such as happened when the Yázigi Institute of Languages sponsored the First Brazilian Seminar in Linguistic Orientation for Secondary and College Teachers of Foreign Languages in Rio de Janeiro in July 1965.

---

[12] Boletim No. 5, VI Congresso Brasileiro de Ensino Técnico Comercial (Caxambú, Minas Gerais, July 1965).

In a British Council publication[13] we are told that 'It is with teacher training that Britain and other English-speaking countries can help most overseas'. That report points out that 'There is as yet no established method of training teacher-trainers... and in theory the trainers of trainers should be generated by the local and national systems which they serve, in fact they cannot be for many years to come because expansion is too rapid and teachers too few.'

To close our comments on the topic of teacher preparation we can state that during the third stage of FL teaching history in Brazil changes are bound to take place on the regional level which may eventually lead the wave of reform to spread over the whole country. Between now and the time when this materializes a tremendous amount of effort, courage, persuasion, understanding, money, and patience will have to be expended so as to neutralize the influence of bookish traditional approaches in schools and to encourage the government to sponsor the production of texts through the 'team-approach', and to create an atmosphere which will be favorable to the study of a language on an intensive basis for a six-year sequence. For Brazilian students to graduate from high school with a basic speaking and reading knowledge of a major world language such as English, French, or Spanish, what is required is the planning of courses and the greater availability of materials which are conducive to twentieth century language teaching.

The study of Latin should definitely be revived in secondary schools or it will become more and more neglected in college. Prior to the learning of a foreign language in high school, students should be oriented as to the learning process involved and to the reasons for the increase in their exposure to the language, especially in the spoken form. Such an orientation could be made a required high school subject (preferably in the first year) just as linguistics is required of all university students taking languages.

It could be called Introduction to Language Learning and it could feature a series of tests to evaluate the potential learning abilities and inclinations of students so as to help them choose the right foreign language. It might dispel some of the linguistic prejudices inherited by the students from their own parents or from other members of the community where they live.

The effort to revitalize language teaching in Brazil calls for a greater concern on the part of educational authorities toward re-training programs for teachers, for the establishment of re-training centers which will enable language teachers, say five or ten years from now, to meet the minimum requirements demanded of modern language teachers. In short, it is high time that the current of reform begin to be felt through actions and not only through words. Brazilian universities lack competent manpower to help stimulate or step up the effectiveness of language instruction and without financial help they are unable to do their share. The rapprochement — between universities and private language institutions is a notable trend these days; last year the Department of Letters of the University of Minas Gerais signed an agreement with the local branch of the Yázigi Institute of Languages whereby this school would contribute to the English teaching efforts of that university. Similar instances of such inter-institutional understanding and cooperation could be given but the one above will suffice to show that the movement to introduce more realistic language teaching should be blind to hierarchical conditions or to privileges.

---

[13] *The English language abroad* (extracted from the British Council's Annual Report) London 1960-1), 24.

5. *Significant Pioneering Attempts to Develop the Field of FL Teaching: Main Present Trends and Future Outlook*

In the preceding subsections we have already touched on some pioneering attempts to foster the development of realistic language teaching in Brazil and have even hinted at some future perspectives. In listing other such attempts we will, due to space limitations, obviously omit some events which would perhaps be worthy of inclusion here; in a future book, intended to cover the field as comprehensively as possible such gaps and omissions will be duly taken care of.

Significant pioneering attempts:

(1) The launching by the Rio de Janeiro Binational Center in the 1960's of the American English Series: six textbooks, a student's workbook, a teacher's manual, and accompanying tapes. The manual was the first of its kind published in Brazil to include an elementary treatment of English linguistics.[14] Such series is being used in some of the American-Brazilian Cultural Centers, high schools, and in some teacher training programs. Although less ambitious than the American-English Course (Mexican Binational Center Series), the Brazilian series has been helping to restore the value of sound pedagogical approaches among many Brazilian teachers. The series' author, A. J. Hald Madsen, English Teaching Consultant for USIS in Brazil, had the valuable cooperation of John Ewing and of Sidney Burks (among others) in the production of that series. Professor Madsen is undoubtedly one of the teachers who have done their very best to promote the oral approach in Brazil.

(2) The holding of a Seminar on Modern Foreign Languages in Maceió, Alagoas State in September 1964, an example of stimulating and inspiring cooperation among foreign cultural missions (U.S., British, French, German, Italian, Spanish), universities, and state authorities. Methodology and linguistics had a chance to be offered to hundreds of secondary school teachers from Alagoas and other neighboring states.

(3) The introduction of linguistics in the Brazilian University Curriculum thanks to a decision of the Federal Council of Education in 1961. A healthy trend in FL teaching in Brazilian universities is the interest in the possible applications of linguistics to that field and, as a result, a larger number of teachers applying for scholarships to study

---

[14] (See item five above). A. J. Hald, Madsen, *Learn American English* — The American Language Series. (Rio de Janeiro, Ao Livro Técnico S.A., 1962-5).

linguistics in American universities (Michigan, Indiana, Texas, Georgetown are often the favorites), in Great Britain, and in France.

(4) The publication in 1964 of the first methodologically sound English course for children by two British Council officers who work in the Anglo-Brazilian Institute in Rio de Janeiro[15] a fact which may boost somewhat the enrollment in courses for children in English language teaching institutions throughout the country.

(5) The launching in 1961 of the journal ESTUDOS by the Department of Studies and Research of the Yázigi Institute of Languages — the first Brazilian publication to deal specifically with FLT in the light of modern principles of applied linguistics. After December 1965 this publication will take on a broader scope and be changed into Brazil's first journal of theoretical and applied linguistics under the editorial responsibility of three active Brazilian linguists.

(6) The holding of the First Brazilian Seminar in Linguistics for Secondary and University Teachers (Rio de Janeiro, July 1965) under the auspices of Yázigi, The Ministry of Education and Guanabara State Department of Education.

(7) The efforts of a fourteen-year-old Association of Teachers of English (Pernambuco State) toward a reformulation of its goals and greater activity in the field through the establishment of a university-level English Language Institute.

(8) The setting up of a Department of Studies and Research in Yázigi Institute and now in the British Center in São Paulo.

(9) The introduction of language laboratories at the University of Ceará, São José dos Campos Aeronautical Technological Institute, in most American Cultural Institutes, in some British, French, and German Centers.

(10) The pioneering utilization of an experimental language laboratory in a high school (Julio de Castilho) in Porto Alegre, Rio Grande do Sul State, financed partly by USAID and by the school itself. It emphasizes audio-visual learning of English and the materials are produced locally.

(11) The printing in Brazil of widely used American textbooks for the learning of English, among which are *Let's Learn English*, *English This Way*.

(12) The participation of three Brazilian specialists in the InterAmerican Program in Linguistics and Language Teaching as delegates.[16]

(13) The introduction of audiovisual courses (Voix et Images de France) in the French-Brazilian Institutions and the offering of French phonetics in such centers — such efforts will do much to encourage the actual production of visual aids by Brazilian teachers of French themselves and to arouse their enthusiasm toward the valuable contributions of French methodology and applied linguistics.

(14) The establishment of Intensive Language Programs in some universities,

---

[15] R. F. Fairfax, *Tom and Jane* (Books I, II and Teacher's Text) (Rio de Janeiro, Ao Livro Técnico S.A., 1964-5).

[16] Francisco Gomes de Matos, *Indiana University hosts interamerican symposium in linguistics and language teaching*. Report in *Linguistics*, 13 (The Hague, Mouton & Co., 1965). Reprinted in *Hispania* (Sept. 1965).

catering to students from a variety of schools, such as the courses given in the University of Paraiba.

(15) A truly noteworthy initiative, entirely unprecedented in other Latin American countries, was the establishment in March, 1965 of a Federation of Binational Centers in Brazil. At a meeting of the Presidents of all such institutions in Rio de Janeiro, statutes were drafted so as to give the American-Brazilian Cultural Institutes (hitherto nominally united) a chance for stronger unification and sharing of common goals than had ever been possible before. The implications of this action for English language teaching programs are obvious: we can envisage the holding, in the near future, of regular regional seminars for teachers who have never had access to specialized training or to the literature in the field. The prestigious English Proficiency Examinations (University of Michigan), which are given every year to thousands of people representing the whole range of professions and occupations in Brazil, could for the first time be administered in those small centers as soon as the Federation starts its nationwide activities. The outcome of such enterprise will certainly bring fruitful results to the field of foreign language teaching.

What are, in conclusion, the present trends in FL teaching in Brazil?

With the relative freedom of initiative given to teachers, both on the secondary and university level, to plan their courses, a heterogeneous pattern of approaches is bound to be followed, thus perpetuating some of the outdated methods and techniques still widely prevalent in most schools in the country. On the other hand, such flexibility will afford teachers who have had some pedagogical orientation a change to introduce a few influential practices based on modern scientific approaches to language teaching. The curiosity aroused by the so-called oral approaches has already been reflected in some recently published textbooks for secondary schools and in some materials prepared by the Binational Centers and the Yázigi Language Institute.

The teaching of Portuguese as a FL in Brazil, although limited to American diplomatic and consular posts, to the Catholic University in Rio Grande do Sul, to the Center for Intercultural Formation and a few private institutions like Yázigi is also being influenced by the advent of audio-lingual techniques and materials. The still-to-be established Departments of Foreign Languages in Brazilian universities will enhance the possibilities of curriculum enrichment such as the offering of Master's and Doctoral Programs in Languages, a hitherto utopian goal as far as the majority of universities are concerned. Once such departments are equiped (no matter how modestly) with the appropriate aids and competent personnel to use them, real language learning will take place whether for professional, instrumental, cultural or other purposes. Until the Brazilian universities are prepared to offer foreign language instruction meeting a variety of needs, college students will go on being severely handicapped as regards their ability to read and understand so badly needed technical, scientific, and literary works in English, French, German, Italian, and other languages if necessary.

The linguistic and pedagogical preparation of foreign language teachers poses some difficult challenges because of the very flexibility in the educational system and the strong pressure exerted by traditional practices.

The cry for reform has been voiced and will continue to echo vehemently wherever there are earnest, dedicated language teachers in Brazil. A great deal of ink has been used up in pages of two bulletins published by book companies[17] on the critical problems afflicting the teaching of foreign languages in Brazil. The trend toward narrow specialization or concentration on a single foreign language in the university may turn out to be a blessing from the pedagogical point of view but such practice on the secondary level may be a deadly blow to the cultural preparation of young students who are to contribute to the development of their country according to today's needs and aspirations.

We should not close without a warning that although the field is bustling with enthusiasm, there is too much to be done before a transitional stage can really characterize the scene. It is up to the responsible foreign language teachers to make Brazil embark on such a revolution and a universally significant task.

6. *Bibliographical Suggestions*

Teaching English in secondary schools (São Paulo, União Cultural Brasil-Estados Unidos, 1961), 62. *O Instituto Brasil-Estados Unidos* (The Brazil-United States Institute- History and organization) (Rio de Janeiro, 1961), 72. Gomes de Matos, Francisco, *Reflexões sobre problemas atuais do ensino de línguas no Brasil.* In *Proceedings of the First National Convention of the Yázigi Institute of Languages* (São Paulo, 1964), 36. Lisboa, J. Carlos, *O estudo de letras neolatinas no Brasil.* (Rio de Janeiro, Ministério da Educação e Saúde, 1960), 18.

Rodrigues, Aryón D'Alligna, *Relatório sôbre a linguística e o ensino de línguas no Brasil* Report presented in the 1st Inter-American Symposium in Linguistics and Language Teaching (Cartagena, Colombia). See Annals of such meeting in special edition published by the Instituto Caro y Cuervo (Bogotá, Colombia, 1965).

Werebe, Maria José, *Grandezas e misérias do ensino brasileiro* (São Paulo, Difusão Européia do Livro, 1963), 247.

Melo, J. F., *Look and speak English* (Books I, II and two workbooks). (São Paulo, 1965). See esp. Preface and Instructions to teacher.

Melo, J. F., *English for Brazilians* Segunda série. pp. 176 (São Paulo, Editôra do Brasil, S.A., 1955). See preface and contents for influence of the so-called Michigan School.

Kelly, Celso, 'O ensino das Línguas nas escolas de curso médio', *Mec* (Jan. 1964).

---

[17] *Atualidades pedagógicas* journal of the Companhia Editôra Nacional (São Paulo) — On the teaching of French see esp. the Sept.-Oct., Nov.-Dec. issues (1950). On Spanish language teaching see the above and the Nov.-Dec. issue (1951). On the teaching of English see the March-April issue (1951) *EBSA*, journal of the Editôra do Brasil (São Paulo). See esp. the following issues: Oct. 1949, Oct. 1950, Nov. 1952.

Simpósio sôbre problemática universitária (University of Recife Press, 1965), 231. See esp. 'A Universidade brasileira: sua idéia e sua realização', by Professor Newton Sucupira.

Escola Secundária, quarterly journal of the Diretoria de Ensino Secundário (Cades). See section devoted to FL teaching, esp. issues No. 6, 7, 8, 12, 13, 15 (Sept. '58-Dec. '60).

III. FOREIGN LANGUAGE TEACHING IN SPANISH-SPEAKING AMERICA AND HAITI

1. *General Considerations*

A few cultural considerations of a general kind are, we believe, necessary before dealing specifically with the teaching of foreign languages in Spanish-speaking America and Haiti.

At the risk of appearing tautological and paradoxical at the same time, it is necessary to point to the fact that all twenty nations are simultaneously similar and contrasting with one another. Thus, for example, with the exception of Haiti they share Spanish as their native language and exhibit, to a large extent, Iberian traditions. All twenty nations have, on the whole, similar problems and cultural targets; relative spacial neighborhood is also relevant to our topic. Brazil, which has been the subject of the first part of this article, shares some of the characteristics described above.

A noteworthy similarity is the desire for independence prevailing in these nations; during the nineteenth century this ideal led to revolt from the colonizing nation and then on to war and political independence. In the twentieth century this desire has led, in different degrees, to the ideals of democracy and, consequently, to relative universal education. The latter is far from being achieved, however, a fact which helps to account for the striking growth of primary and secondary education in most of Latin America. A remarkable rate of increase of population (one of the highest in the world) is also to be considered in this context.

It is a well known fact that none of the Latin American nations has yet achieved an economic development acceptable for European or North American standards. As an indirect result of this, the benefits of elementary education (let alone of secondary education) have not yet reached great portions of the population, this fact having a direct effect upon the status of foreign language teaching in Latin America. We wish to emphasize, however, that we should be particularly cautious of generalizations concerning the Latin American republics, as striking differences are to be found amongst them. It becomes evident, after considering the information provided in Chart I, that foreign language teaching can not but rank far down in the list of problems to be solved by several of these nations.

As it has already been pointed out, Latin America inherited European culture, although the native cultural contribution is important in many of these nations.

European contribution has come not only from Spain and Portugal — the conquering and first-colonizing nations — but also from Italy, Germany, France, Britain and other nations, through important waves of immigration, especially during the nineteenth century. It is also to be observed that the above mentioned nations, particularly Britain, France and Germany, had great influence in Latin America, especially in the fields of politics, education, industry, trade, and the organization of the armed forces. This accounts, in part, for the fact that at least one foreign language is taught at the secondary school level for a minimum of three years virtually everywhere in Latin America.

2. *The social impact of foreign languages*

As elsewhere in the occidental world during the eighteenth century, the knowledge of Latin (and, to a minor extent, Greek) was a sign of social prestige in Spanish-speaking America. The opening years of the nineteenth century, however, witnessed the rather rapid replacement of the 'Classical' languages by French, first, and by English shortly afterwards; the period happened to coincide with the beginnings of economic and political revolt against Spain, and it is a significant fact that the most prominent leaders of the Latin American Revolution mastered either one or both of the above mentioned modern languages. The consolidation of independence (after 1830, for several Latin American nations) actually strengthened the definitive social impact of French and English.

Assessing the influence of these languages today is, unfortunately, a rather subjective task; we tried to be as objective as possible by conducting a quick survey on the actual requirements of the different abilities (i.e. recognizing the spoken language, recognizing the written language, productive ability in the spoken language and productive ability in the written language) on three levels of achievement (poor, fair, good) of just one foreign language — English — on diverse socio-laboral groups.

The above survey, weak as it is, nevertheless provides some information in the nature of a tendency for Haiti and Spanish-speaking America 'as a whole', misleading as this may be. Thus, for example, all four abilities, at a rather high level of achievement, are usually expected from persons belonging in the socio-economic 'élites', particularly in the countries with reduced population. Armed forces officers are expected to have at least a fair command of English in several Latin American nations.[18] University graduates, business executives, and university students are supposed to be able to understand both spoken and written English and, to a minor extent, to be able to speak it. Executive government officials are not, on the whole, expected to master the foreign language concerned, with the possible exception of Puerto Rico, which has direct political ties with the United States of America. English is required in the exercise of the mid-level technical trades in only a few Latin American countries, with the emphasis on the receptive skills; it is not at all required in ordinary

---

[18] Institutions for the training of military personnel usually possess language laboratories for the teaching of English (e.g. Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Venezuela).

CHART

Comparative Socio-Economic Status of the

	Total Population (thousands)		% Urban Population		Rate of Increase of Total Population 1960 = 100	% Active Population in middle & higher positions	% Active Population in industry (5 or more workers)	Gross Product per capita (1950 US. $)
	1960	1970[a]	1960	1970[a]				
Argentina	21000	24990	64	68	119	36,0	13,5	560
Bolivia	3600	4540	34	37	126	8,0	2,8	78
Brasil	65860	84440	31	37	128	15,0	6,2	270
Colombia	14770	19590	38	48	133	22,0	4,3	306
Costa Rica	1145	1560	29	36	136	22,0	4,8	249
Cuba	6820	8340	49	55	122	22,0	8,0	386
Chile	7635	9660	59	66	127	22,0	8,1	317
Ecuador	4285	5630	28	34	131	10,0	3,5	142
El Salvador	2395	3115	28	35	130	10,0	4,7	169
Guatemala	3980	5325	24	30	134	8,0	3,2	170
Haiti	3725	4620	10	17	124	3,0	1,4	87
Honduras	1755	2305	17	25	131	4,0	1,6	160
Mexico	35115	47330	43	50	135	17,0[d]	6,7	264
Nicaragua	1465	1955	28	37	133	—	2,0	187
Panama	1010	1370	42	47	134	15,0	3,0	280
Paraguay	1625	1975	28	35	122	14,0	3,3	113
Perú	10510	14030	35	41	133	—	4,7	174
Rep. Dominicana	2845	3895	21	28	137	—	3,0	216
Uruguay	2760	3020	79	81	109	33,0[d]	13,0	380
Venezuela	6935	9350	49	61	135	18,0	6,5	1037

* After the proceedings of the Conference on Education and Economic and Social Development in Latin America, CEPAL/UNESCO. Santiago de Chile, 1962. (Unless otherwise indicated).

** *Perspectivas de desarrollo de la educación en 19 países latinoamericanos*, IEDES, Univ. of Paris, 1960; OEA (Pan Am. Union), 1963. (First approximation to a proportional mean combining eight socio-economic indexes: gross national product per inhabitant, 1961; percentage of active population working in industry, 1950; percentage of total population living in rural areas, 1960; percentage of literates in the age group 15 plus, 1947-1952; percentage of individuals registered in primary schools in the age group 5-14, 1957-1960; consumption of energy (electric) per inhabitant; number of daily newspapers per 100 inhabitants; and number of wireless receivers per 100 inhabitants).

[a] Projections on the 1960 or previous census.

[b] Primary school courses administered by institutions other than the State Office of Primary Education have not been considered.

[c] Subsidized or non-subsidized private schools have not been considered.

[d] *Tipologia de los países latinoamericanos*, by Roger Vekemans.

[e] 1952.

[

*Latin-American Republics**

Cumulative Rate of GP p. cap. 1945-1958	Annual Mortality (Gross & effective). 1950-1955	% Literacy, 15 and above c. 1950	% Population 5-14 registered in Prim. Schools 1956	Scholarity Average in Years c. 1950	No. of Primary school teachers p. 100 inhabitants school age, c. 1960	Socio-economic Ranking** Index, 100
−0,4	10	86	69	3,9	4,0	100,0
−0,7	20	32	40	1,2	1,0	28,1
3,7	20	49	40	1,7	1,5	48,9
1,5	20	62	39	2,4	1,2	58,0
2,3	15	79	60	3,2	3,0	43,9
−0,3	15	78	53	3,3	1,7	—
0,6	15	80	62	4,2	2,0[b]	76,6
1,5	20	56	50	2,3	1,5	34,7
2,5	25	39	41	1,3	2,0	38,3
2,0	25	29	27	1,1	—	27,4
0,8	25	11	25	0,5	0,5[c]	14,8
1,1	20	35	32	—	1,2	27,5
3,1	15	57	51	2,3	1,4	60,9
4,4	20	38	36	1,4	—	37,2
1,2	20	70	59	3,5	2,2	61,6
0,3	15	66	63	2,4	3,1	48,1
1,6	20	47	45	—	1,8	47,9
—	20	43	60	1,0	1,0	42,5
0,2	—	85[a]	59	—	—	98,7
6,0	20	52	43	—	1,5	83,9

office work but, as it is to be expected, it is indispensable in office work in connection with foreign trade. On the whole, emphasis tends to lie on the passive skills, particularly on the comprehension of written English. English is not at all INDISPENSABLE in Latin American social and university life, but it is DESIRABLE. Textbooks for virtually all of the university disciplines come in Spanish or Portuguese; nevertheless, professional journals in the English language (and, to a minor extent in German and French) have a wide circulation.

3. *Foreign language teaching at the elementary school level*

By 'elementary school' we here mean grades first through sixth, covering an age span which varies sharply from nation to nation and, furthermore, from one socio-economic group to another within a country. In Chile, for example, school entering age fluctuates between five (urban areas, higher socio-economic strata) and sixteen (rural); the situation is very much the same in the rest of Latin America.

Only Haiti, Panama and Puerto Rico have a foreign language requirement at the primary school level. English is taught in almost every school in Puerto Rico from grades first through sixth, and in the Republic of Panama, in grades fifth and sixth. In Haiti it is an elective, alongside with Spanish, towards the end of the primary school cycle.[19]

Foreign languages are taught to a much wider extent in the private elementary schools — English, French, German and Italian (in that order of preference) being the most favored ones. It is hard to assess the seriousness and efficiency of foreign language instruction at the elementary school level. Chile illustrates, up to a point, the situation for the rest of Latin America; alongside several highly efficient schools, where the children use a foreign language (i.e. English, French or German) most of the time from the very beginning, there are some schools advertised as especially 'English' schools, where the foreign language is little better than a mere label. Other languages reported as being taught in private elementary schools are Hebrew (e.g. Chile), and Japanese (e.g. Paraguay).

There is, at present, a current of opinion which fosters foreign language teaching at the elementary school level on a compulsory or semi-compulsory basis. It is our opinion that this project is likely to be only partly successful (that is, in some large urban primary schools in the bigger cities of some nations) if we consider that Latin American elementary education really has more vital problems to solve.

4. *Foreign language teaching at the secondary school level*

One foreign language, at least, is required in the great majority of the Latin American secondary schools[20] (grades seventh through eleventh or twelfth, approximately). When only one foreign language is required, the choice is virtually always English. Two foreign languages are demanded in several national systems (e.g. Argentina, Bolivia, Chile, Colombia, Dominican Republic, El Salvador, Venezuela); French almost invariably seconds English, though in many school systems (e.g. Argentinean, Chilean) it becomes an optative with German, Italian or Latin, in that order of preference (exceptionally other languages, such as Portuguese, Hebrew, Japanese or Chinese, are also offered). Three foreign languages are required in Uruguay (English, French and Italian) and, within a limited context, in Panama and Paraguay.

Where one foreign language is required (e.g. Cuba, Ecuador, Guatemala, Haiti, Peru) the course usually lasts five or six years. Where two foreign languages are demanded the general pattern is a five- or six-year course for the first (major) foreign language and a two-year course for the second foreign language (e.g. Argentina, Colombia, Dominican Republic), although the three-year course and two-year course scheme is also common (e.g. El Salvador, Nicaragua, Venezuela). Chile offers a

---

[19] UNESCO, *La situación educativa en América Latina*: *La enseñanza primaria*: *estado, problemas, perspectivas* (Paris, 1960).

[20] Specialized secondary schools, such as business schools, industrial schools, technical schools, normal (i.e. teacher-training) schools and others have not been taken into consideration.

29

six-year course for the first foreign language (almost invariably English) plus a five-year course for the second foreign language (French or, less frequently, other languages). In Uruguay the English course and the French course last four years each, while the Italian course lasts two years.

Chart II attempts to show the situation of foreign language teaching, at the secondary school level, in seventeen nations. Although there has been a considerable amount of leveling up and approximation of figures, and in spite of the fact that at least part of the basic information may not be quite up to date, yet this chart gives us some very general tendencies and positions. The average individual foreign language course, extending over the whole secondary school period (five or six years), consists of 358.3 class meetings of an average duration of forty-five minutes; Panama offers the largest individual foreign language course — English — with 810 class periods, while Mexico offers the smallest course, with 90 class periods; Colombia, the Dominican Republic and Ecuador offer the next smallest course, lasting 180 periods. Panama, again, devotes the largest amount of time, over the whole secondary school cycle, to foreign languages, with 1124 class periods, closely followed by Chile, with 1110 periods (17.5% of the whole plan of studies);[21] Ecuador devotes the smallest amount of time — 386 class periods, an 8.5% of the whole plan of studies — to foreign languages; the average amount of time devoted to foreign languages in the countries we have here considered is 611.3 class periods.[22]

Uruguay, where three foreign languages are required, exhibits the highest proportion[23] of the total plan of studies for foreign language instruction, namely 17.7 per cent; the lowest proportion corresponds to Peru and Guatemala, with an 8.3 per cent, the average proportion for the countries here considered being 12.4 per cent.

The above figures and rankings should be considered with reserve on account of the following facts: (a) the whole of Latin America, rather than a simple aleatory sample, should have been taken into consideration; (b) only a section of secondary school education (i.e. the 'humanities', or general schools) were here contemplated, with the exclusion of the special secondary schools;[24] (c) secondary school was indiscriminately estimated in five or six academic years; (d) foreign language requirements in pre- or post-secondary school institutions were not taken into account in the estimate of course lengths; (e) the school year was arbitrarily estimated as consisting of thirty weeks.

The foreign language requirement is partially made extensive to colleges, affecting only some faculties or professional schools, usually for no longer than two years (e.g.

---

[21] The situation has changed slightly since March, 1967, with less importance given to foreign languages.

[22] Our averages are simple arithmetic means.

[23] Complementary information on the plans of secondary school studies in Panama was unavailable.

[24] English alone is, almost invariably, taught at these schools; the schedule for foreign languages is usually more restricted than its counterpart in the general secondary schools. (See, for example, *Planes y Programas de las Escuelas Normales Latinoamericanas*, published by the Departamento de Asuntos Educativos, Unión Panamericana; Washington, D. C., 1963).

CHART

The Situation of Foreign Language Teaching in the Non-Specialized Secondar

	Total periods in secondary schoolcourse****	Percentage of total periods devoted to FLL	FIRST FOREIGN LANGUAGE**		
			Average No. of weekly periods****	Duration of course (Years)	Total length of course, in periods[a]
Argentina	4660	10.8	3.0	3	270
Bolivia	6120	11.3	2.3	5	345
Colombia	5400	10.5	2.7	6	386
Cuba	—	—	3.4	5	510
Chile[j]	6318	17.5	3.5	6	630
Ecuador	4500	8.5	2.7	6	386
El Salvador	—	—	3.0	3	270
Guatemala	6840	8.3	3.8	5	570
Haiti	4860	11.1	3.0[b]	6	540
Mexico[c]	—	—	3.0	3	270
Nicaragua	4350	15.1	4.0	3	360
Panama[c]	—	—	4.5	6	810
Paraguay[c]	—	—	3.0	3[g]	270
Peru	5400	8.3	3.0	5	450
Dominican Republic	4500	14.7	3.2	5	480
Uruguay	5400	17.7	3.0	4	360
Venezuela	4740	15.1	3.3	3	297

* Basic data from the official plans of studies and from *Les langues vivantes dans les écoles secondaires d'enseignement général*, UNESCO, 1964, unless otherwise indicated.

** Usually English ***Usually French **** Usually 45 minutes each period.

[a] On an estimate of 30 weeks per year.

[b] Two foreign languages compulsory in some sections only; details not considered here.

[c] Information privately obtained; there is considerable regional variation; variations in private schools.

[d] Alternatively, this course may be an extension of the first foreign language.

English, at the School of Economics, Universidad de Chile and Universidad Católica de Chile; English, at the Schools of Journalism and Sciences of Education, Universidad Nacional de Nicaragua; Greek and Latin, at the Faculty of the Humanities, Universidad Nacional de Nicaragua; German, in several schools of the same institution).

5. *Contents, methods, procedures and materials*

a. *Programs.* — The great majority of the Latin American nations possess official programs for the foreign languages included in the school plans. As in other aspects of foreign language teaching, however, these programs vary considerably in extension and content. On the one hand, we have rather detailed programs, virtually covering *hools (Grades 7 through 11-12) of Seventeen Latin-American Nations**

SECOND FOREIGN LANGUAGE***			THIRD FOREIGN LANGUAGE			Total Number of periods devoted to foreign languages in Sec. School plans
Average No. of weekly periods****	Duration of course (Years)	Total length of course, in periods	Average No. of weekly periods****	Duration of course (Years)	Total length of course, in periods	
4.0	2	240				510
2.3	5	345				690
3.0	2	180				566
						510
3.2	5	480				1110
						386
3.0	2	180				450
						570
3.0[b]						540
3.0	1	90[d]				360
5.0	2	300				660
2.6	3	234	3.0	2	180[f]	1124
2.0[h]	3	180	3.0	4[i]	360	810
						450
3.0	2	180				660
3.0	4	360	4.0	2	240[g]	960
3.5	4	420				717

[e] Course of Letters only; information privately obtained.
[f] Latin.
[g] Italian.
[h] Portuguese.
[i] Choice of English, French, (German).
[j] All the figures for Chile will vary considerably as a result of primary school reform (1966) and middle school reform (1968).

all the stages of the method, including directions or suggestions for the teacher, thus approaching the concept of 'curriculum' (e.g. Cuba,[25] Puerto Rico[26]); the opposite tendency is represented by the one-page program, merely listing fairly generalized headings to be approached in class (e.g. Argentina,[27] Nicaragua). A few countries (e.g. Ecuador[28]) do not have an actual program, where the topics or activities are listed, but merely present a document stating the general methodological tendencies which are considered desirable, but not compulsory.

---

[25] Ministerio de Educación, Dirección de Enseñanza Secundaria, *Programas de inglés: enseñanza preuniversitaria* (La Habana, 1964).

[26] As shown indirectly in *Fries American English Series, Teacher's Guide*, prepared by the English Section of the Department of Education of Puerto Rico (Boston, 1957).

[27] República Argentina, Ministerio de Educación y Justicia, *Planes y programas de estudio* (Buenos Aires, 1956). Bureau International d'Éducation and UNESCO, *Les langues vivantes dans les écoles secondaires d'enseignement général* (Paris and Geneva, 1964).

[28] República del Ecuador, Ministerio de Educación Pública, Sección Secundaria y Superior, *Planes*

Chile[29] presents what we might term the 'standard' foreign language program for Latin America: the language is divided into areas or levels (e.g. vocabulary, pronunciation, grammar, contextual orientation), a list of items to be covered being placed under each heading; these items are broken up to some extent (though not sufficiently to prevent different interpretations) and, in several cases, they are further divided into items to be learned for production and recognition, or for recognition only. There is partial correlation of levels, particularly between lexis, grammar, and contextual orientation. These programs do not normally prescribe any particular grading to be followed during the school year, nor do they include any detailed teachers' guide. In the case of Chile, however, there is an optative teachers' guide whose main purpose is to illustrate the program itself and suggest a grading;[30] two of the textbooks in use[31] also contain teachers' guides with similar characteristics, plus suggestions for procedures and techniques; we must remark, however, that these guides are strictly in line with the official programs and with the official aims of foreign language teaching.

The remark is often made that, in the long run, aims, programs, and methods actually depend on the particular textbook, or textbooks, being used. That is the case with Cuba (amongst other nations), where the official program makes constant and regular reference to five textbooks.[32]

b. *Aims of foreign language teaching.* — Where stated, the foreign language programs of practically all the Latin American nations share the general aims of development of personality and furthering of international understanding. As to specific aims (again, where stated), all share comprehension of the written language; in a few cases (e.g. Paraguay[33]) this is the sole aim; in the majority of cases, recognition and production of the oral language are the principal aims during the first years of instruction, recognition of the written language being the principal aim in subsequent years (e.g. Bolivia,[34] Chile, Dominican Republic[35]). Production of the written language is

---

de estudios para los colegios de bachillerato (Quito, 1955). Bureau International d'Éducation and UNESCO, *Les langues vivantes ... op. cit.*

[29] *Diario Oficial de la República de Chile*, No. 25847 (Santiago, 23rd May 1964). New programs will appear in 1967 and 1968.

[30] Superintendencia de Educación Pública. *Manual para el profesor, anexo al programa de inglés de educación secundaria* (Santiago de Chile, 1963). A new teacher's guide, covering the program of English for the eighth is grade, is scheduled for 1967. Similar material has been planned for French.

[31] Lydia Miquel and Augusto Manríquez, *English through Practice*[4] (Santiago de Chile, 1964).
Elia Díaz and Leopoldo Wigdorsky, *I Speak English*[5] (Santiago de Chile, 1965).

[32] Ministerio de Educación, Dirección de Enseñanza Secundaria, *Inglés* 3 (La Habana, 1964).
Robert Lado, Charles Fries and English Language Institute Staff, *English Sentence Patterns*[3].
Ministerio de Educatión, *English Reading Selections* 3 *and* 4 (La Habana, 1963).
I. A. Richards and C. M. Gibson, *English through Pictures, Book* 2 (La Habana, 1962?).
C. K. Ogden, *The General Basic English Dictionary* (La Habana, 1961).

[33] Privately reported.

[34] *Ibid.*

[35] *Ibid.*

recognized as an aim in a few countries only (e.g. Colombia, Puerto Rico).[36] The above aims are not always overt but usually implied through the teaching methods recommended and the materials used.

c. *Methods.* — The grammar-translation method, the 'direct method', and the 'oral approach' have subsequently predominated in foreign language teaching in Spanish-speaking America and Haiti. At present the situation is a mixture of all three methods, the more active methods prevailing in the earlier stages of foreign language instruction, later to be replaced, almost invariably, by the grammar-translation method. Puerto Rico and Cuba are, perhaps, the only countries where the 'oral approach' is used permanently throughout the foreign language course. Grammar-translation techniques and procedures predominate in the teaching of French, particularly at the secondary school level.

The 'oral approach', as applied by Charles C. Fries and Robert Lado, has certainly outranked the remaining methods in the teaching of English in several countries during the last ten years (e.g. Chile, Cuba, Haiti,[37] Mexico[38]). The methods developed at St. Cloud, for French, and at the Goethe Institut, for German, which may be said to correspond to the 'oral approach', are increasingly being used, particularly at the binational centers.

At this stage, perhaps it is convenient to summarize the characteristics of the 'oral approach', as commonly understood in Latin America: selection of teaching items primarily based on bilingual comparison; the sentence as the unit of instruction; careful grading of teaching items; main stress on grammatical structure, which is functionally approached; concern for the teaching of pronunciation; vocabulary limited to what is strictly necessary to operate the patterns being taught; active presentation techniques, though translation is occasionally permitted exclusively at this stage; constant and active drilling of items, especially through transformation exercises and 'pattern practice'; the oral drilling of items precedes reading and writing; grammatical structures individually presented and drilled; the students — not the teacher — take most of the talking time; the teacher controls the grammatical structures and the vocabulary he uses in class; moderate concern for aspects bearing on situational contexts; and moderate emphasis on choral work. The above characteristics are to be interpreted as general tendencies in the teaching of English as a foreign language rather than as actual achievements.

Most foreign language programs, however, recommend the 'direct method', as traditionally understood, though modified (in the case of the English language) by the structuralist tendencies of Harold Palmer, A. H. Hornby, and other British authors.

[36] *Ibid.*

[37] Bureau International d'Éducation and UNESCO, *Les langues vivantes..., op. cit.*

[38] Universidad Nacional Autónoma de México, Escuela Nacional Preparatoria, *Programa de Inglés* (México, D.F., 1965).
Secretaría de Educación Pública, *Plan de estudios y programas de educación normal urbana aprobados por el Consejo Nacional Técnico de Educación* (México, D.F., 1964)

The British approach to the teaching of English as a foreign language has been particularly popular in Argentina, Chile, and Uruguay.

In a very general way, the 'direct method', as commonly understood in Latin America, exhibits the following characteristics: avoidance of the student's native language at *all* stages; rather strict control of vocabulary on a frequency basis;[39] some concern for pronunciation (usually the variety of English known as 'Received Pronunciation', though this is seldom made explicit in the programs); some concern for the structural approach to grammar, especially during the last fifteen years; 'substitution' and, to some extent, 'transformation', as the preferred drilling techniques in the teaching of grammar; the oral aspects of language given theoretical predominance; considerable interest in matters concerning the context of situations. Many of the textbooks produced locally have been, in fact, inspired by the 'direct method' as outlined above.

It is to be understood, however, that virtually nowhere in Latin American public education are either of these methods fully or exclusively used. The 'oral approach' or the 'direct method' (or a combination of both) is usually employed during the first two years of instruction, gradually to be replaced by grammar-translation procedures in the higher forms. The reason for this is primarily to be seen, we believe, in the fact that practically all the Latin American secondary school plans (usually from thirty to thirty-six hours a week) and programs for English are extraordinarily overloaded,[40] this fact possibly accounting for impatience both on the part of the teacher and on the part of the student.

Perhaps it is useful to confront the English program of one Latin American secondary school system against the usual pattern of the stages of foreign language teaching in all four major linguistic levels (Pronunciation, Vocabulary, Grammatical Structure, and Contextual Orientation). We have here chosen the Chilean program as an example, although we wish to reiterate that we should be careful of generalizations to all of Spanish-speaking America.

(1) *Limitation.* — There is no restriction, implicit or explicit, to any one variety of the English language; in actual practice, however, there is a slight tendency in favor of 'Received Pronunciation', this being the variety of English prospective teachers are usually trained in. Selection operates chiefly on the lexical and grammatical levels, the former on frequency-usefulness bases (Thorndike's list[41] and Michael West's list[42] were partially considered in the drafting of the present program, in 1963), grammatical selection being based on teaching experience and partial bilingual analyses. Contextual orientation is handled through general topics (e.g. sports, public holidays, the arts, chief historical events).

(2) *Arrangement.* — Six yearly stages are clearly marked off, covering all four linguistic levels. Only grammar and, to some extent, vocabulary, are graded within

---

[39] Many Latin American programs for English set quantitative targets for vocabulary; in Chile, for example, students were expected to learn actively approximately four hundred 'words' per year.

[40] See Chart I.

[41] Thorndike and Lorge, *The Teacher's Word Book of 30,000 Words* (New York, 1944).

[42] Michael West, *A General Service List of English Words* (London, 1955).

each stage in a very general way. Two of the most commonly used textbooks,[43] both locally made, complement the official program by presenting all linguistic and colinguistic items in a strictly graded sequence.

(3) *Application.* — Direct association techniques are recommended both for presentation and drilling; teachers are requested to avoid translation, particularly from Spanish into English, but no specific techniques are enforced. The textbooks referred to above complement the official program through 'teacher's guides'.

(4) *Testing.* — Official regulations impose several controls, both written and oral, throughout the school year; with the exception of testing and promotion practices in seven experimental secondary schools, however, there are no standard examinations, although there is a comprehension test of written English, along traditional lines, as a university entrance examination.[44] The program recommends the use of objective tests, responsibility for the building of such tests resting with the English department of each school. In actual practice, however, students are generally asked to answer questions (either in oral or written form) on a given text and to perform several monolingual transformations. Foreign language aptitude tests are not employed.

(5) *General remarks.* — There is an explicit statement of aims, both general and specific (i.e. the use of oral English during the first three years, attention drifting to reading and cultural contents in the three remaining years); there is no systematic attempt at a correlation of levels, but points of contact with other school subjects are apparent, especially with the social sciences. No allowance is made for individual differences nor are specific coprogrammatic activities contemplated. Radio and television do not collaborate directly with English teaching in schools (nor with any other subject),[45] but usually independent programs with either British or United States material are to be found. Experimental secondary schools, business schools, industrial schools, technical schools and normal schools (e.g. institutions for the training of primary school teachers) have English programs of their own, usually differing considerably from the program just outlined. Special programs are also used by the 'foreign' schools,[46] where most of the activities are carried on in the foreign language concerned since kindergarten; most pupils of these schools become virtual ambilinguals by the time they graduate.

Other Latin American nations differ in various degrees from the pattern described above. In Argentina, though the program is not quite specific as to aims and procedures, yet more concern for pronunciation teaching is inferred from existing textbooks

---

[43] Lydia Miquel and August Manríquez, ***English through Practice, op. cit.***; Elia Díaz and Leopoldo Wigdorsky, ***I Speak English, op. cit.***

[44] Until March, 1966, the foreign language examination was a part of a set of examinations conditioning the entrance of candidates to the University of Chile and other universities; since January 1967 the entrance examination system has been entirely modified and a foreign language is no longer required.

[45] The recent arrival of two UNESCO experts on educational television will certainly change this situation.

[46] e.g. The Grange School, St. George's School, Santiago College, Dunalastair School, Deutsche Schule, Lycée de l'Alliance Française, Scuola Italiana.

(Argentina possesses the only Latin American textbook for English printed in phonetic type only for the first five lessons[47]). Colombia tends to favor American English, while vocabulary is rather neglected throughout the stages of the method.[48] In Costa Rica grading is rather neglected but the program is more specific as to both presentation and drilling.[49] Both the Cuban and the Puertorican programs, based directly on Fries's and Lado's work, are much more articulate and specific as to the stages of the method than the Chilean program is; this is particularly so of the grading of lexical and grammatical items in the case of the Cuban program, and of both arrangement (staging and grading) and application (presentation and drilling) in the case of the Puertorican program. Both Ecuador and Nicaragua[50] are explicitly liberal as to the kind of method to be used and as to the aims to be set up, but stress the fact that they should be in consonance with each other; as in other places, here the method is determined by the textbook chosen. Mexico offers a variety of methodological approaches, the tendency being towards the 'oral approach', with some trials being done with the 'situational approach'.[51] Paraguay reports no particular method or approach.[52] In Perú, while selection relatively operates in the fields of pronunciation, vocabulary, and grammatical structure, it is only the latter which — rather freely — passes through the remaining methodological stages.[53] The Venezuelan program is almost exclusively concerned with grammatical structure through the selection, grading, presentation, and drilling stages.[54] The English program of Guatemala[55] resembles its Peruvian counterpart.

Apparently English ranks higher in the use of modern teaching methods and techniques than the remaining foreign languages being offered in the Latin American school systems. Both French and German, however, are making considerable advance in the field and in Chile, at least, active and direct techniques for the teaching of these languages are now unanimously accepted and introduced at an ever increasing speed.

The existence of many variables make it exceedingly difficult to pass judgement as to the efficiency — let alone as to the quality — of foreign language instruction at the secondary school level. Amongst these variables the following may be mentioned:

---

[47] Josefina Molinelli, *My English Book, Part I* (Buenos Aires, 1950).

[48] Privately reported.

[49] República de Costa Rica, Ministerio de Educación Pública, Inspección General de Enseñanza Media, *Programa de Enseñanza de Inglés* (San José, 1963).

[50] From the official program.

[51] We presume the Mexican small-scale experiment to be based on *English for Newcomers to Australia, Teacher's Book* (Canberra, 1956), and accompanying publications, prepared by The Commonwealth Office of Education for the (Australian) Department of Immigration.

[52] Privately reported.

[53] República del Perú, Ministerio de Educación Pública, *Programas para la Educación Secundaria* (Lima, 1960).

[54] República de Venezuela, Ministerio de Educación, *Programa de Educación Secundaria: Primer Ciclo* (Caracas,).
ibid., *Programas Provisionales de Educación Industrial* (*Ciclo Básico*) (Caracas, 1955).

[55] República de Guatemala, Ministerio de Educación Pública, *Programas de estudio para la educación secundaria: ciclo prevocacional* (Guatemala, 1960).

lack of standardized proficiency tests; frequent absence of clearly defined goals; wide range of actual foreign language requirements in the different Latin American nations; different degrees of exposure to the foreign language outside the classroom; wide range of academic standards within each Latin American nation and among the different Latin American nations; and, finally, individual differences.

Perhaps we may tangentially approach the topic of foreign language teaching efficiency by stating—rather subjectively, of course—what an abstract concept, 'the average Chilean secondary school graduate', is actually capable of comprehending in the English language, on the assumption that it is not too long since he left school. Normally, he should be able to (a) read straight nonidiomatic prose, with frequent recurrence to a dictionary; (b) understand from thirty to fifty per cent of standard, carefully spoken English, such as the special radio programs of the British Broadcasting Corporation or of The Voice of America; context makes a dictionary less necessary here than in the case of written English; (c) understand rather efficiently when he is being addressed to by an English speaker, provided that the latter makes slow and clear use of the language, chooses his vocabulary and grammatical structures carefully, and makes abundant use of colinguistic manifestations (gestures, head shaking, etc.); (d) respond in very, very broken English, but sufficient enough for what he wants to convey, provided that the message is simple and rather concrete. Our abstract being is *not* able to attend, with learning profit, a regular lecture at an English speaking university (but about sixty periods of complementary or remedial English should capacitate him to do so) nor to dissert in easily intelligible English before an audience.

Needless to say, there are many graduates from public secondary schools who rank well above the described 'type' and who are perfectly able to communicate with ease in the English language, with just a few mistakes (particularly in pronunciation), in practically all possible situations. That is the case, for example, with most boys and girls (usually about seventeen or eighteen years old) who are selected to travel to the United States of America on the 'Experiment in International Living' program (although the number of students traveling each year on such program is no larger than twenty).

It is interesting to speculate on how 'the average Chilean secondary school graduate' ranks with his counterparts in the rest of Latin America and in other nations. As shown in Chart II, Chile offered until recently the second largest[56] English course in Spanish speaking America and Haiti; but, on the other hand, outside classroom exposure to English comes to a virtual minimum in Chile, chiefly because of geographical reasons (compare Chile with, say, Mexico, Cuba, Central America, and Panama; or even with Venezuela, Argentina, and Uruguay); because of this, we venture to suggest that the Chilean graduate stands as a Latin American average, if there is such a thing. The average Chilean secondary school graduate ranks certainly higher than his counterpart in the United States of America, as to proficiency in foreign languages, and perhaps lower than his counterparts in Britain, Germany and France. All of this is extremely 'on the average' and on the subjective side, but at least it should give us some information as to what a Chilean teacher of English, with experience outside as well as inside his nation, *feels* about the subject of proficiency.

---

[56] It was actually the third largest course if Puerto Rico is taken into consideration.

d. *Teaching materials.* — Our survey of the teaching materials used in Latin American foreign language instruction will concentrate on the educational level where foreign languages are generally taught in Latin America, that is, on the secondary school. Moreover, we have reduced our exposition to the public secondary schools, as the private schools, apart from constituting a relative minority, usually dispose of a larger budget, this fact permitting the acquisition of material which is beyond the reach of the majority of the schools.

Only the blackboard, white chalk, and the textbook are used both extensively and intensively. Color chalk, wall pictures, flashcards, flannel boards, and duplicating machines are found and used occasionally; records, tape recorders, and projection slides are even less frequent. Sound or silent films, language laboratories, close circuit television, and machines for programmed instruction are rare in public secondary school education, with the possible exception of Mexico City. Marionettes are used in several schools.

Although not at all common in secondary schools, language laboratories are to be found in virutally every Latin American country, particularly at the binational centers or institutes (e.g. British Institutes, American Institutes, Alliance Française, German Institutes) offering foreign language courses, at other teaching institutions (e.g. universities, normal schools), and at the institutions training military personnel. A private survey indicates that Colombia and Brazil rank first in the number of language laboratories now in operation (between twenty and thirty, the more sophisticated types of laboratories included); Chile ranks second, with some fifteen laboratories, followed closely by Argentina and Venezuela. It is the authors' impression that, where they exist, language laboratories are not being used to the full extent of their possibilities; apparently the reason for this is to be found in the small amount of taped material now at their disposal. Films, either sound or silent, are very seldom used, at all levels of instruction.

It is to be remarked that, practically everywhere in Latin America, public schools operate below the minimum acceptable costs, the result being that no funds or surprisingly few funds are spent on 'nonessential' items, audiovisual aids amongst them; it is the classroom teacher who frequently buys this material out of his own, usually meager, salary. Furthermore this equipment is extremely expensive in Latin America, as it is almost invariably imported, and severe import restrictions are to be found in virtually every Latin American nation. Thus, for example, an average quality tape recorder costs no less than US. $ 150.00 in Chile, that is, just about a teacher's salary for approximately seven weeks. Yet tape recorders, particularly, are becoming almost popular with language teachers in Chile and in other Latin American nations. Incidentally, only Argentina, Brazil, and Mexico manufacture plastic and optical teaching material (e.g. charts, slides, slide projectors) in any significant output; language records are manufactured in Chile and in other nations as well.

VI. TEXTBOOKS

In order for the reader of this survey volume to have a comprehensive view of the problems concerning both the production and the adoption of FL textbooks in Latin American countries, the present writer would have to have conducted a careful examination of teaching materials in at least two thirds of the Spanish-speaking countries and in Brazil. Although no such comprehensive coverage was made possible, for several reasons already alluded to in the introductory section and elsewhere, an attempt was made, for the views set forth here, to be reasonably broad from the geographical point of view. References made to locally produced textbooks are based on an examination of the format and contents of a dozen FL courses having the following features in common: they are all widely used in the secondary school curricula of the respective countries, were produced by local, that is, native authors, follow officially sanctioned teaching programs and have enjoyed more than three editions since their publication (1955 was taken as the starting point for our purposes). Another feature shared by such sample textbooks was their alleged intention to follow what some authors would label an 'oral approach' whereas others would prefer to call it 'audiovisual'.

The truth of the matter is that a thorough, careful, and detailed analysis of present-day textbooks produced in Latin America (by local teachers and specialists) is a still-to-be-undertaken task, ideally by a team of competent investigators such as one might find on the roster of the Inter-American Program in Linguistics and Language Teaching. Here is a profitable and fruitful area of research which is worthy of immediate attention on the part of that Program's delegates. The carrying out of such an analysis should prove to be very revealing of the weaknesses, the vulnerable aspects of FL textbook making in Latin America, and perhaps more importantly, of the significant breakthroughs already made and perhaps more importantly, in the field by pioneering individuals.

Limitations of space have necessarily forced this writer to curtail his handling of textbooks and to focus rather on two subtopics: first, the description not of all twelve representative textbooks but of four samples supposedly representing Latin American developments; secondly, a brief summary will be given of the main trends in FL textbooks produced locally as well as some comments which will be made on the impact of foreign materials on the Latin American scene. By providing the reader with a summary outline of four books or four language courses from Mexico, Chile, Uruguay, and Brazil it is hoped that he can have at least a glimpse of the organizational features as well as some insight into the philosophies of approach underlying the materials incorporated in each book.

The four courses selected for our purposes are: *Inglés objetivo*. By Maria Luisa Garduño and Carmen Ochoa. A three-book course with accompanying workbooks and records. Primer curso: 1959; segundo curso: 1959; tercer curso: 1960. Mexico: Editorial Victoria, S.A.

I speak English. By Leopoldo Wigdorsky and Elia Díaz. A three-book course. Primer año: 1959; segundo año 1960; tercer año: 1961. Chile: Fondo Editorial Educacion Moderna.

Le Français au lycée. By Maria del Carmen Fontana and María del Carmen Garicoïts de Sayagués Laso. Par la méthode directe. N.d. Approved by the Council on Secondary and Preparatory Education, Sept. 1958. Premier volume.
Montevideo: A. Monteverde y Cia. S.A.

My English book. By Olga Creidy. A two-book course. São Paulo: Editôra do Brasil, S.A. 1964. 3rd edition.

Except for the Chilean textbooks the other three were written by secondary school teachers. *I speak English* was produced by university teachers who have had training both in the United States and in Scotland (Edinburgh). Let's turn, then, to a description of the contents of each course:

Garduño and Ochoa's *Inglés objetivo* has the following (typical) lesson outline:

Oral Practice and/or Reading Passage.
Listing of New Words (English-Spanish equivalents).
Variety of drills emphasizing reading, writing, translation.
Grammatical presentation.
Conversation (questions to be answered by the students).

The Mexican textbooks feature an English-Spanish vocabulary for each book; the drill instructions for the student are translated into Spanish in an appendix at the end of each book.

The accompanying workbooks for *Ingles objetivo* have instructions in Spanish. Drills emphasize writing, conjugation, translation, copying, dictation, etc.

Diaz and Wigdorsky's *I speak English* has the following typical lesson outline:

Short narrative or set of basic sentences and/or dialogues. Grammatical presentation and drills (active structure and passive structure).
Vocabulary (active and passive).
Pronunciation (sound contrasts, stress drills).

Except for assignment instructions given in Spanish through lesson seven (Book 1), this course is all English. The authors state that their work is based upon the linguistic research of Fries, Lado, and on the teaching approach of the *American English Series* (Fries, Rojas). *I speak English* features a Picture Series in Book III, intended for the drilling of tenses. In the Foreword to the Teacher we are told that 'each lesson centers on one grammatical problem and one pronunciation problem at a time'... 'vocabulary was strictly controlled and selected on the basis of usefulness to operate the grammatical patterns in each lesson'. The parts of a typical lesson in *Le Français au lycée* are as follows:

Reading or set of basic sentences.
Pronunciation (explanation of supposedly difficult sounds for the Spanish speaker).
Grammar (explanation, examples, emphasis on terminology).
Exercises.
Vocabulary (glossing of supposedly difficult French words and expressions).

The grammatical exercises are of the fill-in-blanks, conjugate, and simple-structural-change type. There is an index of French words with corresponding Spanish equivalents at the end of the book. Interspersed in the book are a few poems.

The fourth item on our list is Olga Creidy's *My English book*. The typical lesson outline in Volume 2 is as follows:

Reading (about a supposedly cultural topic referring to an English-speaking country).
Exercises (completion, simple transformation or change, questions to be answered).
Notes on Grammar (a listing of grammatical terms and word classes with corresponding examples).

At the end of the book there is a 50-page section called Grammar (the book has 279 pages!).

The above materials are all English. In the Foreword we are told that the 'classification and grading of this material were based on the sentence patterns of structural linguistics'... 'the linguistic aspects of the English language as well as the psychological implications in the mechanism of teaching a foreign language were taken into consideration'. Obviously the description of the four sample textbooks should not imply any comparative value judgments since each course is desgined to meet the needs of different educational systems. A critical analysis or interpretation of such texts could only be made in the light of the whole socio-educational complex in each country.

Turning to the second proposed subtopic: trends in FL textbooks and the impact of foreign materials on the Latin American scene it might be advantageous to speak first of the negative aspects and then of the positive trends. The generalizations are the sole responsibility of the Brazilian writer and reflect his own incomplete and fragmentary study of the problems involved.

Negative aspects characterizing FL textbooks in Latin America: High on the list would come a tendency for local textbook authors to imitate and follow foreign textbooks, especially as to the mechanical aspects of drill procedure. The reasoning that 'if it is foreign it must be good' proves to be more harmful than it should be. The result is that some of the newer textbooks are built on false pretenses, tending to be pseudopatterned after the more sophisticated products of American textbook making. Grammatical drills ignore important contrastive differences between the learner's language and the FL with too much redundant or superfluous material creeping in. Testing is neglected and not integrated with the teaching materials — the absence of review lessons in textbooks often acts as a negative factor against the preparation of tests. Teachers are thus tempted to use the very 'learning exercises' as devices for testing with most unfortunate consequences at times.

The cultural content is uneven and of generally poor quality, ranging from too learned and literary to a rather facetious, ridiculous tone. Bicultural comparisons are often misleading and misstated. There is a general lack of unity in the books as to a central theme (of a cultural nature), and there is also lack of consistency in treatment of linguistic variety (British and American English, for example). There is not a smooth transition from the learning and practicing of spoken skills to written skills.

The generally lengthy lessons lead to overteaching, teaching about the language (grammatical information is passed on, usually of a precarious, useless nature), and to no teaching at all. The authenticity of the foreign language in textbooks often leaves much to be desired — the authors have not taken the trouble to have competent native speakers check the linguistic accuracy or authenticity of the language presented in the books, thus allowing artificial, unnatural patterns to be included and alas to be acquired by the learner. The excessive concentration of grammatical and semantic material throughout the book reinforces the belief held by many students that the textbook is good only as an aid for passing the examinations.

Many more statements having a negative tone could be added to those made above; let us, however, proceed and take a look at the slightly brighter, more promising, more optimistic side.

Positive trends (slowly emerging) in the fields: Responsible textbook authors are beginning to give some attention (and more importantly, some 'space') to the development of spoken skills, by including dialogues and several types of systematized oral drills in their books. Alongside with this initial emphasis on the learning of spoken or conversational language there is a concern over the teaching of pronunciation through fairly simple drills involving common contrast between segmental phonemes. There is an awakening to the realization of the importance of grading of structural patterns and vocabulary control, although attempts to comply with such pedagogical requirements have so far reflected the keenly intuitive practice and experience of language teachers. The inclusion of pattern practice drills (substitution, primarily) and the simplification of grammatical presentation through tables, charts, etc. can be described as a healthy trend.

The avoidance of translation in the more realistic textbooks and the strict separation between the acquisition of active and passive skills as reflected in grammatical and semantic drills may well be a major breakthrough in the field. The addition of workbooks intended to provide the students with more oral practice and the availability of recorded material (records; tapes are prohibitive and unrealistic as yet) may act as powerful stimulus and incentive, thus counter-balancing the strong tradition of teaching of the written language in Latin America. The appearance of teamsponsored textbook projects, whereby local talent may work side by side with competent foreign specialists is bound to be a blessing and to do much to offset the at times harmful influence of commercially powerful imported textbooks. The awakening to the necessity of the establishment of national committees competently prepared to set up policies on FLT textbook construction is another outstanding trend.

V. STATUS AND TRAINING OF THE FOREIGN LANGUAGE TEACHER

Fulltime teaching at the secondary school level is a typical middle class profession, or occupation, in most of Latin America, certainly ranking below, in prestige, the traditional liberal professions, such as medicine, civil engineering, economics, the law; this is so even in countries where secondary school teaching is an established profession (e.g. Chile). Secondary school teachers are reported as occupying a somewhat higher socioeconomic status in Brazil and in Costa Rica. Nevertheless, they are normally trusted — particularly by commerce — above the level of other 'white collar' workers, and this we believe to be an index (if certainly imperfect) of the status of our profession. This should also explain why keeping up to date in the profession, through the attendance of seminars and the purchase of foreign books, usually constitutes a major problem for those in our profession.

The training of foreign language teachers varies considerably from one Latin American nation to another, although there is a general tendency to train them at a special department of languages and education at the local universities. In some nations (e.g. Chile, Costa Rica, Panama) teachers are trained at the universities exclusively;[57] in other nations (e.g. Argentina, Mexico) they are trained either at a university or at a higher section of an 'escuela normal'; still in other nations (e.g. Perú, Dominican Republic) training may take place either at a university or at a binational cultural center (e.g. Instituto Mexicano-Peruano). In Nicaragua the training of teachers of English is not yet clearly established, but teachers of French are trained at the Universidad Nacional de Nicaragua by special arrangement with L'Alliance Française (prospective students spend six semesters at the local university and, subsequently, eight semesters in France).

Chart III shows the plan leading to the professional title of 'Profesor de Inglés'

[57] In Chile, an emergency program to enable primary schoolmasters to teach English was started in March, 1967. This program (which does not grant a degree) aims at making the teaching of English possible, in the seventh and eighth grades, in the rural areas, where professional teachers of English are not usually available.

(Teacher of English), at the Universidad Católica de Chile (Facultad de Filosofía y Ciencias de la Educación, Escuela de Pedagogía, Departamento de Inglés). 'English Language' covers several activities in connection with the *use* of the language—listening comprehension, oral expression, pattern practice, pronunciation and oral drilling, vocabulary and diction, written exercises, conversation and dialogue memorization, theatre or speech, combined activities, extensive (silent) reading, intensive (silent) reading, written composition and laboratory work. The 'literature' course consists of several minor courses: a survey course on British literature, a survey course on United States literature, two elective courses (in 1965 courses on Lyrical Poetry, the Drama in the United States of America, the Short Story in the United States, and the English Novel were offered) and a course on Shakespeare. In 1966 research 'Seminars' on Literature, Grammar and Phonetics were offered on an elective basis. The above plan is complemented with a supervised teaching practice lasting approximately two

CHART III

Plan of Studies at the Department of English, Universidad Católica de Chile

Class periods per week.*

Subject \ Year	First	Second	Third	Fourth	Fifth
English Language	15	12	10	6	6
Phonetic Theory		2	(2)		
Grammatical Theory			2	2	
Applied Linguistics	2				
Literature		4	2	4	5
Lit. Background	2	2			
Preseminar			1		
Seminar				2	
Teaching methods				3	
Pedagogy	4				
General Psychology	2				
Religious Culture	2				
Latin	2	2	2	2	
Psychopedagogy		4			
Sociology		2			
Technique of Teaching			4		
Introduction to Philosophy			2		
Aesthetics			2		
Educational Philosophy				3	
Philosophy of Art				2	
Guidance					2
Seminar on Education					2
Professional Ethics					1
Aesthetic Axiology					1
TOTALS	29	26	27	24	17

* The 'credit' system is not currently used in Chile, nor in the majority of the Spanish speaking nations in Latin America. The information of this chart has been provided in a provisional character by the University authorities.

months (emphasis is on the completion of specific teaching units rather than on actual teaching time), a research thesis and a final degree examination. This curriculum is in a process of change in the direction of working on the basis of levels of proficiency rather than on overall annual promotion.

There are five other universities in Chile offering programs for prospective teachers of English as a foreign language (Universidad de Chile, Universidad del Norte, Universidad Técnica del Estado, Universidad Católica de Valparaíso, Universidad de Concepción);[58] these programs are comparable to the curriculum just outlined, although the Universidad Católica de Chile has succeeded in keeping under control the increase of the so-called 'general' subjects, the extension of which is a regular cause for complaint in most of the foreign language departments in Latin America. Programs for French and German, along similar lines, are also offered at several of the Chilean universities (The Universidad de Chile also offers programs for Italian and Classical Philology).

University courses offered in other Latin American nations resemble the Chilean course just outlined. In the countries where responsibility for the training of foreign language teachers rests with binational institutions, admission to such courses is usually restricted to applicants with training in education (e.g. normal school graduates).

Teaching staffs vary considerably from country to country, and from university to university within a country; yet, along general lines, they consist of an equal proportion of native speakers of English (both British and North American) and local teachers frequently with some kind of postgraduate work either in Britain or in the United States of America. 'Ph. D.' holders, or equivalent, are rare, both amongst the native speakers of English and the local teachers; 'M. A.' holders are scarce.

Most lecturers in the Latin American foreign language teacher training programs work on a parttime, or even on an hourly basis; this negative characteristic accounts, in part, for the fluctuating standards of foreign language teacher training and professional competence. Limited budgets and lack of material facilities cut down on the possibilities for even the larger universities to have a significant number of fulltime faculty members. That both secondary school teachers and university lecturers frequently hold two, and even three positions simultaneously is symptomatic of the general status of foreign language teaching in Latin America.

Amongst the Latin American universities offering courses for the professional training of foreign language teachers the following may be mentioned:

Universidad de Costa Rica
Universidad Autónoma de Santo Domingo
Universidad Autónoma Nacional de México
Universidad Nacional de Panamá
Universidad Nacional de Trujillo (Perú).

[58] Students total approximately nine hundred.

Universidad Nacional de Nicaragua
Universidad de Puerto Rico
Universidad de La Habana
Universidad Central (Caracas, Venezuela)
Universidad de Córdoba (Argentina)
Universidad de Chile
Universidad Católica de Chile (Santiago)
Universidad Católica de Valparaíso (Chile)
Universidad del Norte (Chile)
Universidad de Concepción (Chile)
Universidad Nacional (Bogotá, Colombia)
Universidad Pedagógica Nacional Femenina (Bogotà, Colombia)
Universidad Pedagógica y Tecnológica de Tunja (Colombia)
Universidad del Valle (Cali, Colombia)
Universidad Central del Ecuador
Universidad Nacional (Asunción, Paraguay)
Universidad de Oriente (Cuba)
Universidad Católica Andrés Bello (Caracas, Venezuela).

English is offered in all of the above universities, while French and Latin are offered in only part of them; German and Greek are exceptional; other languages are rare. Some universities in Perú and México offer courses of varying levels on the structure of some American Indian languages. The École Normale Superieur, at Port-au-Prince, Haiti, has programs for teachers of English and for teachers of Spanish; special courses for teachers of English are offered at the Escuela Normal Superior, Mexico City, and at the Instituto Normal Superior, La Paz, Bolivia.

Mixed programs, involving a university and usually a binational institution, are found in some places. Apart from the French program at the Universidad Nacional de Nicaragua, the Universidad Católica Andrés Bello (Caracas, Venezuela) offers a licentiate program in Letters, with a major in English, in collaboration with the Venezuelan-North American Center (four years, using the material of the English Language Institute of the University of Michigan); the Department of Modern Languages at the Universidad del Valle (Cali, Colombia) operates on a binational agreement with the University of Texas.

A brief survey of the textbooks and reference books used at these teacher training programs indicated, amongst others, the following titles for English: *Living English Structure* and *Living English Speech*, by W. Stannard Allen; *English Sentence Patterns, English Pattern Practices, English Pronunciation,* and *Lessons in Vocabulary*, by Charles C. Fries, Robert Lado, and English Language Institute staff; *Teaching and Learning English as a Foreign Language* and *The Structure of English*, by Charles Fries; *Linguistics across Cultures, Language Testing,* and *Language Teaching: A Scientific Approach*, by Robert Lado; *A Guide to Patterns and Usage in English, The*

Advanced Learner's Dictionary of Current English and *The Teaching of Structural Words and Sentence Patterns*, by A. S. Hornby; *An English Pronouncing Dictionary*, by Daniel Jones; *The Phonetics of English*, by Ida Ward; *A Pronouncing Dictionary of American English*, by Kenyon and Knott; *Language*, by Edward Sapir; *Language*, by Leonard Bloomfield; *An Introduction to Descriptive Linguistics*, by H. A. Gleason, Jr.; *Roget's Pocket Thesaurus*; *A Grammar of English Words*, by Harold Palmer; *A Handbook of English Grammar*, by R. W. Zandwoort; *English Grammar, Past and Present*, by J. C. Nesfield; *The Use of Tenses in English*, by J. Millington-Ward; *Growth and Structure of the English Language*, by Otto Jespersen; *Exercises in English Patterns and Usage*, by Ronald Mackin; and several literary histories and anthologies.

Textbooks by Mauger, Galichet, Lagarde and Michard, and Castex and Surer have been reported as being used in the beginning stages of the training programs for teachers of French. De Saussure is a standard textbook in virtually all foreign language programs.

Several specialized periodicals reach Latin America, amongst them *English Language Teaching, Language Learning, IRAL*, Australia's *English, a New Language, Le français dans le monde, The Linguistic Reporter*, and *The Modern Language Journal*. *Language Learning* reports 173 individual subscribers in Latin America, besides the copies regularly sent to the binational centers and other institutions; *English Language Teaching* possibly doubles that figure. Only a few specialized journals are locally produced; lack of time allowed us to gather information only about two of them, *Lenguaje y Ciencias*, published quarterly by the Universidad Nacional de Trujillo, Perú, and *Revista de Lingüística Aplicada*, published occasionally by the Linguistic Circle of the Universidad de Concepción, Chile. Occasional relevant leaflets are published in almost every Latin American nation.

A modest amount of research, in connection with seminars and theses, takes place at several universities training foreign language teachers.[59]

Tenure of foreign language teaching positions in secondary schools is consonant with the amount and quality of professional instruction offered by each Latin American nation. Thus in Chile, for example, the possession of the professional degree is a requisite for permanent appointment in the public secondary schools. We must remark, however, that Latin America is no exception to the poor economic condition of teachers,[60] this fact making appointment requirements rather illusory. There are approximately three thousand foreign language teachers in Chile, but no more than fifty per cent of them hold a professional title, though approximately fifty per cent of the remaining half have nearly finished the program leading to the title. Foreign language teachers, however, do have more opportunities outside the teaching profession (e.g. interpreters, translators, specialized clerical work) than their colleagues in the other school subjects, this fact actually working against the status of foreign language teaching as much effort, both human and financial, is spent in the training of specialized teachers.

---

[59] A brief bookshelf research at the Universidad Católica de Chile revealed, amongst others, the following theses (1961-65): *Prepositions after Nouns, Adjectives and Particles* (pp. 335); *Spanish Translation Equivalents of English Tenses* (pp. 128); *A Comparative Study of Coordinate and Subordinate Clauses in English and Spanish* (pp. 210); *The Importance of Visual Aids in Teaching English, particularly in Chilean Education* (pp. 141).

[60] In Chile, where the per capita income is approximately US $ 317.00 (as estimated from the Gross National Product), fulltime secondary school teachers, lecturing thirty-six hours a week, average a yearly salary of US. $ 920.00.

Shortage of specialized foreign language teachers is reported from Argentina, Bolivia, Cuba, Colombia, Dominican Republic, El Salvador, Guatemala, Venezuela and Nicaragua.[61]

1. *International Cooperation to Foreign Language Teaching*

The United States of America, the United Kingdom, France and, to a minor extent, Germany and Canada render assistance to Latin America in the field of foreign language teaching. Indirectly the Soviet Union, Czechoslovakia, Italy, the United Arabic Republic, Japan, and the People's Republic of China contribute to the diffusion of their respective languages. Inter-Latinamerican assistance comes from Brazil and from some Spanish speaking nations, especially Argentina, Mexico, and Chile. The Organization of American States and the United Nations are increasing considerably their assistance to foreign language projects.

Assistance is provided in four different ways, namely through exchange or study grants abroad, through the binational centers, through the contribution of experts and through grants in didactic material.

The United States of America outranks the other assisting nations as to the number of scholarships granted for foreign language teachers, either through official (e.g. United States State Department, Fulbright Commission)[62] or private (e.g. Ford Foundation, Rotary Club) agencies. Most of these scholarships, ranging in duration from four to eighteen months, cover travel and all other expenses; a significant number of Latin American teachers of English holding twelve or eighteen month scholarships succeed in obtaining a Master's degree. The number of scholarships granted by the United States of America, large as it is, yet appears discouragingly low in relation to the number of teachers of English in Latin America, grossly estimated at seventeen thousand, with the exclusion of Brazil (by far the largest Latin American nation).

These last three or four years the 'Peace Corps', created by President John Kennedy, has proved a valuable help to English teaching in some Latin American countries.

---

[61] *Les langues vivantes dans les écoles secondaires d'enseignement général, op. cit.*

[62] The Fulbright Commission granted sixty-five scholarships (or exchange fellowships) to Chilean teachers of English, from 1957 to 1964. Several of these grantees, however, did not register for programs for teachers of English as a foreign language but for general education courses. The total number of scholarships granted by other United States institutions, both official and private, was approximately ten, during the same period. The number of United States scholarships bestowed on other Spanish speaking American nations is proportionate, roughly, to their population.

The United Kingdom grants, through the British Council, approximately eight scholarships every year to teachers of English from Spanish speaking America. These scholarships include voyage expenses and normally last an academic year. The Universities of London, Edinburgh and Bangor, and the Cardiff College of Advanced Technology, seem to receive the highest proportion of Latin American teachers of English.

The Cultural Service of the French Republic granted Chilean teachers of French fifty-seven scholarships from 1959 to 1965, plus one or two positions of 'assistant d'espagnol' every year.[63]

The Soviet Union, Czechoslovakia, and Italy do not grant scholarships to teachers of those languages (teachers of the first two languages are virtually unknown in the public school systems of Spanish speaking America) but to teachers of other subjects, for different fields of specialization (e.g. educational planning), thus indirectly contributing to spread their respective languages. The People's Republic of China has recently entered the scene in a similar way.

Binational centers or institutes — particularly those connected with Great Britain, the United States of America, and France — have played an important role in the Latin American foreign language teaching scene these twenty-five or thirty years. 'American' (that is, connected with the United States of North America) centers function all over Latin America, with the exception of Cuba, while British, French and — less frequently — German institutes (or centers) exist in many Latin American nations. These centers, partly financed by the foreign nation concerned, are structured and function in a fairly similary way, with cultural activities such as art exhibitions, lectures, library services and so on; foreign language teaching is a major activity in virtually all of these centers.

There are seven 'American'-Mexican binational centers, the largest being the one in Mexico City with an approximate enrollment of twelve thousand students. Courses on English at different levels are offered, either intensively or at a regular pace; they have produced the *American English Course* (chiefly based on the material of the University of Michigan English Language Institute), which is used in many Mexican secondary schools and in the 'American Institutes' of other Latin American nations. One of the most positive constributions of the 'American'-Mexican center is the regular meeting of two-week seminars for teachers of English every year, attendance varying between two hundred and fifty and three hundred teachers.

The Haitian-'American' Institute, at Port-au-Prince, is reported as one of the leading foreign language teaching institutions in that country, with an approximate enrollment of eight hundred students in the courses on English language and United States literature. As in virtually all of the 'American Institutes' in Latin America, the oral-aural approach is regularly used, with the aid of a language laboratory. The

---

[63] There are approximately five additional scholarships per year for teachers of French belonging in the religious orders of French origin.

Institute sponsored television programs on the *Let's Learn English* and *Let's Speak English* series, with great success. The Instituto Chileno-Norteamericano de Cultura, at Santiago de Chile, enrolls approximately four thousand five hundred students (both adults and children) in fifteen different courses, amongst them a course on Spanish for speakers of English.

In Colombia, apart from the regular activities of the Centro Colombo-Americano, there is an Instituto Lingüístico Colombo-Americano operating under the joint auspices of the National Ministry of Education and the University of California at Los Angeles. In 1962 the Instituto was officially requested to prepare a series of six *Teacher's Guides* for the teaching of English in the Colombian secondary schools. We read in the preface to the first Guide that the objective of the enterprise was 'to introduce in the secondary schools of the nation an entire complex of those new methods in language teaching which have proven most effective in promoting rapid learning'. We are also told that the materials were tested throughout their production in experimental and demonstration classes at the Instituto Pedagógico of the Universidad Pedagógica Nacional, at Bogotá. The Guides were given official approval by the Ministry of Education for wider application in the public and private schools of Colombia. In the Introduction to the Guides Dr. John Martin, Director of the Instituto Lingüístico Colombo-Americano and member of the Inter-American Program in Linguistics and Language Teaching, sets out the qualifications required of the teacher who is to use the First Year Guide, namely, that he should have a satisfactory command of English pronunciation, that he should possess a knowledge of the interference created by native language habits, and that he should master the special techniques required for conducting effective oral practice.[64] The Brazilian co-author of this survey has had the fortune to examine a copy of the *Guía para la enseñanza del inglés en las escuelas de nivel medio, primer año* (Guide to the Teaching of English in Secondary Schools, First Year) and has been favorably impressed by the thorough and systematic treatment of pedagogical procedures; the wealth of suggestions and sound advice on grammatical, phonological, orthographic and semantic points leads the impartial observer to lay great faith and confidence in such an ambitious — and, apparently, successful — enterprise. ILCA also offers a one-year course on Applied Linguistics for teachers already in the possession of an official degree.

'British Institutes' function in many Latin American republics, with a major emphasis on the teaching of English. These Institutes are subsidized by the British Council in different degrees, usually covering salaries and rather expensive equipment, such as language laboratories. Our report from Mexico City indicates the existence of the Instituto Anglo-Mexicano de Cultura, founded in 1944, with an approximate enrollment of three thousand students in the English courses; above seven hundred of the above figure are children between ten and fifteen.[65] The interesting remark is made that enrollment has been increasing steadily slightly above the rate of ten per cent for the last six years. There are three kinds of English language courses: a regular course with two and a half hours a week, lasting thirty-six weeks; an intensive course which meets five hours a week; and a still more intensive course, meeting daily for ninety minutes, from December through January. There are special courses also, such as history and translation. The 'oral-direct' method is used in the language courses, although an experiment is being done with the 'situational approach'. English language students are prepared for the 'Lower Certificate', the 'Certificate of Proficiency in English', and the 'Diploma of English Studies'; in 1964 fifty-nine out of eighty-seven candidates passed the Lower Certificate examination, and eight out of ten candidates passed the Proficiency Examination. Our informant reports that negotiations are being made with the Ministry of Education and the National University of Mexico to have these certificates officially recognised, a situation which exists in a few Latin American nations.

---

[64] Compare with the Qualifications for Secondary School Teachers of Modern Languages stated by the Modern Language Association in PMLA, vol. 70, No. 4, part 2, September 1955.

[65] Figures for the First Term of 1965.

The Instituto Chileno-Británico, at Santiago, founded in 1938, has an approximate enrollment of 2700 students (September 1965), about 700 of them being children between ten and sixteen. The Institute offers three kinds of English language courses, viz. the regular eight-semester course, meeting three hours a week, and two intensive courses, one of them meeting five hours a week during four semesters, and the remaining course meeting ten hours a week for a year. Apart from the English language courses there are Spanish courses for speakers of English, business courses, literature courses, and a course on Scientific English.

The Instituto Chileno-Británico, together with its counterparts in Argentina and Uruguay, has recently started the A.C.U. (Argentina-Chile-Uruguay) project, consisting of an 'experimental approach' to English language teaching based on the principles of bilingual analysis, emphasis on the oral-aural aspects of language, and direct techniques of presentation and drilling. The Basic ACU course meets three times a week for three (possibly four) years. A provisional textbook has been prepared in mimeographed form, with its corresponding teacher's guide. It is worth mentioning that the ACU course is being tried in some classes of the experimental secondary school run by the Universidad de Chile.

Apart from the British Institutes in Chile (three main branches), Argentina (three main branches), Uruguay and Mexico, there are similar Institutes in Brasil (three main branches), Colombia, Perú, and Venezuela. British Institutes indirectly connected with the British Council exist in other places as well.

French cultural institutes are in operation in Argentina, Chile, Colombia, Cuba, Costa Rica, Ecuador, Haiti, Mexico, Nicaragua, Uruguay and other Latin American nations. The Instituto Chileno-Francés de Cultura, at Santiago, has an approximate enrollment of 1300 students (September 1965) in the four main kinds of courses offered, namely the regular seven-semester course, the audiovisual course (based on the material prepared at St. Cloud), the 'conversation' course, and the higher course leading to the 'Certificat Practique de Langue Française' and the 'Diplome d'Études

Françaises'; on the other hand, valuable assistance is given to the local secondary school teachers of French through the loan of books, slides, records and, less frequently, films.

The remaining part of our survey of the binational institutes will concentrate on the situation in Santiago de Chile which, because of its population (at present estimated at two and a half million), is fairly representative of a large Latin American city. The Chilean-Italian Institute offers a course lasting approximately five semesters; the Chilean-Soviet Institute offers a two-year Russian language course meeting three hours a week, and a three-year course meeting two hours a week. The Chilean-Brazilian Institute offers a four-month language course, meeting two hours a week, and additional courses in conversation and literature. The Chilean-Chinese Institute and the Chilean-Japanese Institute offer shorter elementary courses, usually lasting no longer than six months. The German Cultural Institute enrolls approximately 1000 students in the regular eight-semester course, meeting three hours a week, and in the four semester course, meeting six hours a week; modern teaching techniques and a language laboratory are used.

We wish to finish this section with a few words on the situation in Cuba. A recent report indicates the existence of the state operated Abraham Lincoln Institute and John Reed Institute, where instruction on several languages (English and Russian included) is offered, particularly to adult students.

2. *Foreign language teacher organizations*

Associations of teachers of individual foreign languages exist in the majority of the Latin American nations, though their degree of operativeness varies considerably. The Association of Teachers of English of Uruguay is reported as one of the most active, holding regular meetings and constantly striving for professional improvement.

The situation in most of the Latin American nations is not too satisfactory, however: on the one hand, the excess of class periods actually prevents teachers from devoting any significant portion of their time to meeting and, on the other hand, practically no financial assistance has ever been given to these associations. Such is the situation in Chile, where the National Association of Teachers of English and the National Association of Teachers of French function irregularly and survive under precarious conditions; an Association of Teachers and Research Workers in Language, Linguistics and Literature (APIL, 'Asociación de Profesores e Investigadores de Lenguas, Lingüística y Literatura') has just been formed under the auspices of the Chilean Ministry of Education, the Chilean universities, the organizations of teachers of individual languages (Spanish included), and a private international Foundation; APIL's plans are ambitious (long scale reserch projects are contemplated) but the survival of the association rests with the materialization of promised financial assistance.

VI. FOREIGN LANGUAGE TEACHING IN ARGENTINA

1. *The General Situation*

At the outset it should be pointed out that this brief survey is basically a summary of reports sent to the writer by responsible individuals holding key positions in the field of FL teaching in Argentina. The difficulties met with in the process of data-gathering through private correspondence or through published literature are perhaps characteristic of the Latin American situation. There is a great deal of interest and curiosity regarding the field but very little has actually been done to describe it. The writer hopes that, by summarizing what is actually a more complex situation than he presents here, others may pursue the task in as great detail, degree of accuracy, and realism as is called for. Limitations of space are also partly responsible for the sketchy treatment of topics, and the focus on a particular institution rather than on another only reflects the availability of data. Omissions and gaps are bound to be noticeable but it is to be hoped that the general aims here as in other sections of the chapter are at least satisfactorily achieved. The most commonly taught foreign languages in Argentina are English, French, Italian and German in that order of importance. Reports indicate that in the last decades English has aroused an enormous interest in all circles and fields of activity and that it is by far the most popular choice among students for both economic and intellectual reasons. It has been suggested that English be taught in elementary schools, but state-controlled primary schools do not as a rule include the teaching of foreign languages in their curriculum. According to T. B. Gregori 'In Argentina, foreign language study has not as yet been integrated in the primary school curriculum'. She adds that there are some private institutions, however, that offer a foreign language course outside school hours, and she explains that the reasons for the growing interest in teaching English to children may be found in the zeal of parents to equip their children better for today's world. Another pertinent comment of hers is that 'the fact that English is the most widely used language, which has gained such importance lately in conducting world affairs, leads parents to prefer it to other foreign languages'.

Some institutions where children can take foreign languages are the Escuela Normal de Maestras John F. Kennedy, Escuela Normal de Professores Mariano Acosta, and the Instituto de Lenguas Vivas, all three in Buenos Aires, the Escuela Graduada Joaquín V. González attached to the Facultad de Humanidades at La Plata, and the Escuela Normal de Professores in Rosario. In such pilot-schools children begin studying the foreign tongue in Upper First Grade, i.e., their second year in school, when the majority are seven years old. A report states that several attempts have been made at adding a foreign tongue to the curriculum of primary schools in other parts of the country and drafts for bills to make this practice compulsory are known to have been lying unheeded for years at various provincial legislatures.

As regards the situation in secondary schools, they all include English as a subject in their curriculum. In some schools the students are given a choice between English and French, of even Italian, but the general tendency is for students to take English. In secondary schools students usually take 3-4 years of English with an average of 3-4 teaching periods a week. Depending on the type of secondary school, however, the foreign language, may sometimes be studied for five or even six years totaling an average of one hundred classes a year.

At the end of the secondary school FL course a student should have acquired the basic structures of the language together with an adequate vocabulary that will allow him to pursue his studies at a higher level. By and large the results achieved by the type of instruction given in Argentinian secondary schools do not differ significantly from those of other similar Latin American institutions that is, the incipient development of reading and translation skills rather than some control of the spoken language. As Gregori says 'pupils often meet with disappointment at their failure to understand and to speak the second language, and parents are often confronted with the problem of having them coached by private teachers'. Regulations require the use of Argentine textbooks but foreign textbooks, such as those by Hornby, Gatenby, and Hicks, in the case of English, are sometimes allowed at the request of the corresponding language departments.

2. *Some Typical Instances*

The Ministry of Education, in its great concern over the status and quality of FL instruction, has always given a great deal of responsibility to the Inspector General de Idiomas Extranjeros, a top ranking official who inspects, supervises the teaching of FL's in government-run schools, and who is in a position to contribute toward realistic changes in methodology by supporting or by launching himself pioneering initiatives which turn out to be beneficial to the status of FL teaching in Argentinian schools.

An example of the training of secondary school teachers of English is that provided by the University of Cuyo in the city of Mendoza. According to a report prepared by Mrs. T. B. Gregori, Lecturer in Methodology and Practice in the above mentioned institution, the training of foreign language teachers extends over a period of five years of which the last two make up the professional training proper. In the case of the training of reachers of English care is taken that by the fourth year the trainees have already become fairly fluent in the language so that they can be exposed to a theoretical study of the problems involved in teaching English as a foreign language and that they have teaching practice for at least three semesters.

The course outline given for Teaching English as a FL lists as major topics the following items: Introduction to the teaching of FL's. The Psychology of FLL, Specific Problems in the Teaching and Learning of English as a FL, the teaching of Grammar, the teaching of Vocabulary, Technological Aids, Reading, the Teaching of Composition, The teaching of Literature, and The Training of Modern Language Teachers.

In addition to attending lectures and doing research assignments the trainees are required to attend classes in secondary schools under the supervision of an instructor. A great deal of actual teaching practice and lesson planning is emphasized and only upon successful completion of both theoretical and practical classroom work can the trainee be permitted to sit for his examination which consists of a class in the presence of three professors.

Except for the Teacher-Training institutions, devoted to the preparation of FL teachers, at most Argentine universities foreign languages are now taught to enable students to read the vast foreign bibliography and to eventually facilitate travel and study abroad. In the Escuela Superior de Lenguas y Literaturas Extranjeras of the Universidad Nacional de Cuyo, prospective FL teachers take an average of five subjects a year in a five-year program leading to a degree of 'Professor' in the language and literature of his or her choice. English, French and Italian are the most commonly taught languages in that model institution.

The Departamento of Aplicación is a section of the Escuela Superior de Lenguas Extranjeras where a practical knowledge of English, French, German, and Italian is imparted to over 1500 students distributed into courses for adults and children. The teaching staff is made up entirely of University teachers carefully selected through a rigorous competitive examination. According to a report by the Head of that Department 'the method employed for the teaching of English is the pattern practice approach'. She adds that teachers of English in her Department availed themselves of the linguistic principles underlying that new approach, and experiments are continually being carried out on the bases supplied by the modern linguistic sciences. it is interesting to note that in such scheme an emphasis has also been placed on the teaching of culture on anthropological principles.

As for the situation involving German, Italian and French we are told that such languages are taught 'according to the direct method' because of the difficulty in obtaining materials based on the findings of linguists, which can be successfully applied to that school.

The task of supplying schools all over Argentina with well trained FL teachers has been making greater demands on teacher-training institutions than ever before, in spite of the natural shortage of material (and sometimes human) resources which afflict such centers. Only one of such teacher-training-centers, for example, was equipped with an electronic language laboratory until the time of this writing: the outstanding and well known Instituto de Lenguas Vivas in Buenos Aires.

On the subject of language laboratories it is well to add that only ten such elaborate installations existed in the country in 1964 distributed as follows: four laboratories in military training institutions, two labs in the Universities of Buenos Aires and of Cuyo, one lab in the Instituto Nacional de Tecnologia Agropecuaria (Buenos Aires), one lab in the Argentinian American Cultural Institute, one in USAID and one in the

U.S. Federal Aviation Agency. A plea for the establishment of language laboratories is made by heads of important teacher-training centers; Professor Lidia Tubino de Toso, Director of the Escuela Superior de Lenguas y Literaturas Extranjeras (Universidad de Cuyo), in an unpublished report read to the participants of the Regional Summer School sponsored by the British Council in Montevideo (January 1964), states that 'it is high time all the teacher-training centers were fitted with technological aids, but costs and bureaucracy are heavy odds and success seems to be still a long way off'.

Teacher-training colleges in Argentina are interested in offering courses in linguistics for teachers, and some pioneering attempts have already been made. In 1964 a semester course in linguistics was given to graduate-level teachers of the Escuela Superior de Lenguas (Universidad de Cuyo) by a local Faculty member who holds an M. A. degree from an American University. It was aimed, according to a communication from the instructor, at introducing teachers of English to the principles of synchronic linguistics underlying the new approach for the teaching of English as a foreign language.

Argentina's evergrowing core of competent teacher-trainers is very fortunate in having had a well balanced background of both European and American methodological traditions. It is said that British English has traditionally been the variety of English taught in Argentina's fine training colleges, but the impact of American applied linguistics and the dissemination of teaching materials produced in the United States is beginning to be felt. There were thirty-six British Institutes in Argentina as against fifteen American Centers in 1965.

By and large the teaching of foreign languages is successfuly carried out at the various British, American, French, German and Italian Cultural Institutes with varying degrees of emphasis on the so-called audio-lingual approach. Such centers have branches in most major towns in Argentina and generally work hand in hand with state-run educational centers for the purposes of strengthening the cultural bonds between the respective countries. With the evergrowing interest in the learning of English more of such American and British Institutes are bound to open in the near future.

The thirty-six '*Culturas* Inglesas' throughout the country are attended by some 30,000 students and the American-Argentinian centers by some 22,000 students, mainly young adults and children of school-leaving age. At the time of this writing considerable progress was being made on the preparation of a common basic English language teaching syllabus for the British Cultural Institutes located not only in Argentina but also in Chile and Uruguay. The draft text of this ACU scheme, as it is called, was prepared by a team of experts from the three countries and tested in pilot groups at the 'Culturas'.

A short seminar was held in July 1965 for fifty teachers from provinces who would be teaching from ACU material next year. The unprecedented initiative of preparing an English textbook series to serve three Spanish-speaking countries (and others possibly) is a fine example of professional cooperation and solidarity on a hemispheric basis. The British Council arranged for the Argentinian, Chilean and Uruguayan experts to be oriented in the constrative analysis of River Plate Spanish and British English, by British linguists from the University College, Bangor, Wales.

The study of linguistics, structural grammar, and the audio-lingual approach have all been given impetus by the seminars held especially by the American- Argentinian Centers and by the active Culturas Inglesas. It is primarily through scholarships given by binational institutions that high-caliber Argentinian teachers pursue graduate and postgraduate courses in American and European universities. It is mainly to private institutions that foreign language teachers are indebted for enlightenment and for improvement of their professional qualifications. The writer could observe for himself the great concern of Argentine teachers of English over developments in their field: he was very impressed by the sincere eagerness and anxiety of a highly select group who attended the British Summer School held in Montevideo, January of 1965.

Their almost unquenchable professional thirst to learn more about more scientifically oriented approaches to language teaching and to be better informed as to bibliographical sources is but one of the optimistic symptoms now pervading the small but steadily growing body of leaders in the profession. An example of sincere willingness to experiment with more linguistically sophisticated textbooks for the learning of English can be seen in the adoption by all Argentine-American Cultural Institutes last year (1965) of the NCTE sponsored series English for Today. In that respect the Binational Centers in Argentina have gone a step farther than its counterparts in most Latin American countries, including Brazil where the heterogeneity of textbooks used, even in such centers, accounts for the multiplicity of sometimes conflicting approaches with resulting inherent obstacles to a fruitful assessment of textbook efficacy. It may be argued that in a Continentsized country like Brazil it is almost impossible to take steps of a similar nature but something on a regional basis at least could be striven for.

Some progress has been made in Teacher-Training Programs at institutions of higher learning but the quality of instruction in secondary schools has not been improved upon significantly: locally produced textbooks still capitalize on the direct method approach and give much importance to learning about the language. A sequel to Robert Lado's Annotated Bibliography for Teachers of English as a Foreign Language (Department of Health, Education and Welfare—Washington: 1955, pp. 224), especially as regards his description of textbooks produced for Spanish and Brazilian Portuguese-speaking students (he covers a period from 1946 to the end of 1963) would be quite revealing of the minor but realistic changes which have been taking place in textbooks — particularly so the transition from a heavily British-orientated textbook to a more balanced tool. Teacher's Manuals accompanying textbooks are beginning to come into fashion — surely an indication of the atmosphere of unrest and ferment where FL teachers work and live.

Both because of high standards of its teacher-training institutions and on account of the active participation and sharing on the part of a few outstanding Argentinian teachers and linguists in Interamerican activities leading to an eventual improvement of FLT conditions in Central and South America, Argentina is destined to rank among the leading nations in the field of FL Teaching in the Americas. As is true of its sister country Brazil, the road ahead is filled with detours — much assistance will be needed both from Argentine educational authorities and from foreign entities to boost FLT, to remedy, and to correct its present ailments, but above all it is on the teachers' shoulders that there lies the hardest task of all.

Two significant facts evidencing the great interest displayed by Argentine university authorites, linguists, and FL teacher trainers, in the development of programs of linguistic training and research in that country are given herein: First, the letter by the Rector of the University of Buenos Aires addressed to the Executive Committee of the Interamerican Program in Linguistics and Language Teaching (Minutes of Executive Committee Meeting, October 25-27, 1964), stating that his institution 'assigns the highest value' to the goals of the Program and recommends the establishment of a regional center for linguistic research and training in Buenos Aires; secondly, the offers to support the Program's goals from The University's Centers of La Plata, Córdoba, Rosario, and Cuyo and from the Instituto Nacional de Lenguas Vivas (Buenos Aires). The latter Institution has published its own journal (Lenguas Vivas) since 1957, devoted to the dissemination of present day FLT methodology and applied linguistics. The 61-year old teacher-training Center has been a veritable pioneer in the field of FLT in the Southern Hemisphere — particularly so in the utilization of the language laboratory for phonetic training and FL drill.

The former Technical Advisor to the Instituto de Lenguas Vivas, Professor Adriana Gandolfo, has been a delegate to the Interamerican Program in Linguistics and LT since its official launching in 1963. She is now a member of the Foreign Languages Committee. FLT in Argentina owes a great deal to her painstaking efforts of an entire professional life dedicated to FLT and teacher-training: she both planned and helped found the model language laboratory in the above mentioned Institute of Modern Languages. She has set an example to a generation of fellow Argentinians, who, upon returning from specialization courses in The United States, England, France, Italy, Germany, and other countries, contribute to the strengthening of the already existing top quality programs in FL teaching and linguistics.

The summary statement about the Latin American situation in second language learning (Washington, 1961, Language Information Series I, Pp. 18) to the effect that 'up to this time local linguists have shown little active interest in the application of linguistics to the methodology of language teaching' (p. 9) would have to be slightly changed and given an optimistic tone if only four years later: local linguists and FL teachers, especially in universities, teacher-training centers, and Binational institutions are beginning to show an active interest in what the above mentioned report describes.

In this too short section we might mention some more higher level institutions where such active interest is gaining momentum in Argentina: Universidad Nacional del

Sur, Universidad Nacional de Tucumán, Universidad Nacional del Litoral, Universidad Nacional del Nordeste. In the Second Inter-american Symposium in Linguistics and Language Teaching, held in Bloomington, (Aug. 2-8, 1964) Argentina was represented by six delegates. In the Third Symposium (to be held in Montevideo January 1965) the delegation from the third-largest Spanish country in the world will be almost twice as large, thus attesting to the recognition by the Program of the great potential human resources to be found in Argentina.

The evergrowing rapprochment between Argentine and Brazilian specialists in FL teaching and linguistics, made possible by joint Interamerican efforts, will pave the way for the performance of tasks of the utmost relevance biculturally, such as, for example, the implementation of the teaching of Portuguese in Argentina's universities and of Spanish of the River Plate variety in Brazilian institutions of higher learning.

Continental solidarity, based on the pursual of common objectives and aspirations must stimulate the introduction (no matter how slow and gradual) of Spanish and Brazilian Portuguese as tools of intercultural understanding. Portuguese in its Brazilian variety is as deserving of a stable place in the Argentine (or in other Spanish-speaking countries) university curriculum as other languages and the same is true of Spanish in Brazil. It is high time that the educational authorities of the respective countries awaken to the potentialities of the two languages as foreign languages instead of sitting back and letting them follow their course of languages usually taught in private institutions under government auspices.

The craving on the part of Argentine teachers for possibilities of further training and specialization in their own country is greater than ever before. It is not uncommon nowadays to hear of roundtable discussions in leading university Departments of languages focused on the planning of 'cursos de perfeccionamiento para graduados' and even of courses leading to a doctorate. University statutes and bylaws sometimes present themselves as obstacles to such visionary movements but, strong as the teachers' urge is, such legislation is bound to be revitalized.

It might be too premature to think that Argentine teachers are ready to pursue postgraduate level courses in their own country — in terms of financial expenditure the enterprise would now prove to be prohibitive, but as regards the human potential to carry out such task, there should be no question about it. The very existence and successful operation of some higher learning institutions devoted exclusively to FL teaching in Argentina leads us to predict that within the next five years or so a small center for Applied Linguistics will be set up to best coordinate individual and institutional efforts on both regional and national bases. The 1970's may well bear witness to the emergence in Argentina, as well as in Brazil of students whose interest in foreign languages will be focused on research, thus opening up a new era for the field in South America.

It is high time that Argentine universities pool their efforts together and aim at mutually rewarding goals in the field of FL teaching: the creation of a Center for Applied Linguistics is not a new ideal but from thought to reality there is a long way to go. The research potential of Argentine FL teachers lies mostly dormant awaiting for forces which may bring them out — the stimulation of the publishing of specialized journals and the contributions by Argentine teachers to foreign journals may do much to arouse the admiration (already expressed) of specialists and institutions abroad.

An Association of Latin American teachers of foreign languages might be a useful means to draw continental efforts together and strengthen existing programs on how best to disseminate information and share valuable undertakings by getting to know one another better. Argentina can assume a position of leadership in some areas of the field just as Brazil, Uruguay, and other countries. The challenge is here and now but it is here to stay, unless adequate steps are taken to meet and fight such challenge.

VII. FL TEACHING IN URUGUAY

In Uruguay as in most Latin American countries, 'teaching programs' for the secondary school subjects are organized under government auspices or at least have to bear some kind of official sanction. In the case of Uruguay it is the Consejo de Enseñanza Secundaria (Council of Secondary School Teaching) which grants permission for textbooks to be published. Government supervision of secondary school teaching is carried out through the Inspección de Enseñanza Secundária and there is accordingly an inspector in charge of FL teaching just as there is in Argentina. In some respects the FLT situation in Uruguay is quite unique and some of the generalizations made about other Latin American countries hold good only to a very small extent, if at all. Our report here, which in turn is based on impressions and some data gathered mostly from Uruguayan teachers of English, is focused on the status of English as a FL.

At the British Council Summer School Held in Las Toscas, Uruguay, (January 1965) the writer heard a report given by the Inspector of FL Teaching, Dr. Aquiles Guerra, on the situation of the teaching of English in Uruguay and what is being done by the Council of Secondary School Teaching to improve the quality of instruction. The tradition of the Direct Method (an often loosely employed term) can still be seen as a textbook 'qualifier' or descriptive phrase. Some textbook authors do not hesitate to claim 'that the merits of such method, its fruits, are unquestionable and the authors' own experiences can but testify such efficiency' (Preface of Le Français au Lycée — By Maria del Carmen Neiro Fontana and Maria del Carmen Garicoits de Sayagués Laso. Montevideo: 1958. Premier Volume — p. 111).

As was pointed out above, the Uruguayan FLT situation differs from that of other Latin American countries: French is taught for three years, but there are only two years of English in the secondary schools, and this is the only language teaching provided by the State, with the exception of the English and French courses at the teacher training college. There is practically no university-level teaching of English, although there is an English literature course at the Facultad de Humanidades y Ciencias, which has a Department of Linguistics under the competent direction of

Dr. Jose Pedro Rona, delegate to the Inter-American Program in Linguistics and Language Teaching.

Before summarizing Dr. Guerra's Plans (to be submitted to the Uruguayan Council of Secondary School Teaching) of a New Methodology for teaching of English to be followed in pilot-liceos (government schools), it may be appropritate to describe the situation as regards the teaching of FL's in private institutions.

Although there is no complete list of FLT institutions in Uruguay it is commonly known that English, French, German, Italian, and Russian are taught in binational schools, especially in Montevideo. Thus The Alliançe Française, the Italian-Uruguayan Institute, etc., are engaged in teaching language and civilization courses. The French Institute is also active through teacher-training programs. The teaching of Portuguese is conducted mainly at the Brazilian-Uruguayan Cultural Center, maintained by the Brazilian Embassy but there's some teaching of Portuguese in the Facultad de Humanidades y Ciencias, too.

There are eleven British-Uruguayan Institutes in Uruguay as against one U.S. Binational Centre (Alianza Cultural Uruguay-Estados Unidos). As concerns methods used: the American-Uruguayan Centre uses the oral-aural approach to language teaching. The Anglo-Uruguayan Institute in Montevideo is in transition; it uses a grammar-translation method in the upper grades, and an audio-lingual method based on contrastive analysis (River-Plate Spanish-RP English) in the lower grades. Other FLT institutes use a melange of approaches, combining direct method, audiolingual, and grammar translation.

In 1965 the textbooks used in the U.S. Binational Centre were as follows: Children-American English Course (Mexico BNC)

Adults — Fries American English Series (Fries, Rojas-Puerto Rico).

The Instituto Cultural Anglo-Uruguayo used: Learning English (Miller) for children and Oxford Progressive English (Hornby) for adults. The Erwy School and the Crandon Institute teach English to children. Both the American and the British Centre in Montevideo had a language laboratory; the only other institution which could boast of such an aid was the Ministry of Defense.

Uruguayan teachers of English have their own professional Association which promotes seminars, round table discussions, publishes important papers and conducts longer teacher-training programs. The Summer School for Teachers of English has been held every year since 1945. It is an edifying example of international cooperation in the field of English language teaching: the courses are sponsored by the Consejo Nacional de Enseñanza Secundaria, the British Council, the United States Information Service, and the general organization is in charge of the Uruguayan Association of Teachers of English. The emphasis in such summer schools (2 week-long) is on the modern approaches to the teaching of English. There are several lectures dealing with English and literature, English linguistics for teachers and some round table discussions.

At the time of this writing the very active Association referred to above was sponsoring a course in Introductory Linguistics so as to best prepare Montevideo teachers of English to take advantage of the First Latin American Institute of Linguistics to be held there from December 27, 1965, to February 28, 1966, under the auspices of the Latin American Association of Philology and Linguistics, the Inter-American Program in Linguistics and Language Teaching and the Facultad de Humanidades y Ciencias of the Universidad de la Republica. Uruguay will have an important role to play in the development of modern methods of textbook construction in the field of English as a foreign language. The participation of highly competent Uruguayan teachers in the A.C.U. scheme (the joint production by Argentina, Chile, and Uruguay's British Institutes of a series for the teaching of English under modern linguistic principles) is strong evidence of the high caliber professional status achieved by some of its leading teachers. There is a need for professional associations of teachers of foreign languages (there are only a half dozen truly active ones in Latin America) to make one another's goals and achievements better known. The Association of Teachers of English can set an example, through its well organized teacher-training program, to be followed in other countries. There can be no doubt that Latin American Teachers of FL's have a great potential both methodologically and linguistically but such potential is largely unexplored. It is through undertakings such as professional associations that great initiatives bear fruit.

Before closing this brief series of statements on Uruguay it is well to name an institution that has been active in French language teaching for forty years and has achieved reasonably good results — The Lycée Français of Montevideo. A full description of its goals, organization of courses, results obtained, etc, appeared in the June issue (1965) of *Le Français dans le Monde.*

Reports on institutions where teaching based on bilingualism is carried out are scant. Although the organization of such institutions differs from that of exclusively monolingual foreign language centers, they can not be ignored in a survey such as this — it is in institutions of such a type that Latin American children can be exposed to a foreign language, whether it be French or English or even German, from kindergarten age. If foreign language teaching on an elementary level is to have any chances of a gradual realistic introduction throughout Latin-American countries the experience of schools such as the Lycée Français of Montevideo will prove to be valuable for the planning and development of courses.

Seriously handicapped by the evergrowing prestige of English all over the world and particularly so in Latin America, French as a foreign language cannot compete quantitatively, no one can deny, but it can be placed on a methodologically sound basis of equality with English. In countries where the Alliance Française is becoming more and more active there may be a revival of interest in the language, especially at the university level.

The longer-span recommended for the learning of foreign languages is to be seen in private institutions such as the Lycée and in experimental schools — FLES is still too far off for most if not all Latin American countries but the experience of the few active centers in such a field deserve closer attention and imitation. Foreign governments and local Latin American governments could well stimulate the opening of more bilingual schools to promote not only the learning of languages but the acquisition of so badly needed crosscultural insights. To conclude this section on Uruguay the writer would like to stress the need for the introduction and upkeeping of programs of foreign language teaching at the university level.

The manpower reservoir of Uruguay in the field of FL teaching is of as good quality as that in other Latin American countries. There is a lack of opportunities for graduate and postgraduate work in foreign languages, especially English. Governmental assistance on the university level could be as significant as on the secondary school level. The installation of electronic laboratories in institutions of higher learning and in pilot secondary schools would facilitate the training and re-training of teachers in the spoken skills, thus paving the way for the gradual utilization and production of audiovisual resources in the schools throughout the country.

Badly needed in Uruguay as well as in other Latin American and Caribbean countries is the planning of follow up or advanced courses in the civilization and literature for students of foreign languages. Professor R. A. Cowling, former professor of English Literature at the University of Montevideo, in an article for *English Language Teaching* (Oct. 1962) 'Observations on the Teaching of English Literature to Foreigners with special reference to South American', states that 'the time has come to pay serious attention to the next stage in English teaching: to offer literature courses, talks about books in the library, classes in which the students themselves can take part, so as to keep their English alive and make them feel that their long years of study have not been wasted.' (p. 27). The problem of letting a foreign language rust away through disuse, as Prof. Cowling puts it, can not be neglected. Some language institutes favor social contacts between teachers and students outside classroom hours so as to enable the latter to use the foreign language in more realistic and more pleasant situations. Modern advertising made by foreign language institutions, particularly that of the British Cultural Institutes, draws the learners' attention to Conversation Tea where they can practice their English in a leisurely, informal fashion. The emphasis on cultural values closely linked to the learning of a foreign language needs a more rigorous structuring in the training of teachers in Latin America.

In short, the situation in Uruguay, although being in some respects similar to that of other Latin American countries, has, on the other hand, major gaps to fill, thus calling for the concerted efforts of educational authorities, teachers, and institutions devoted to the field of foreign language teaching. The establishment of a small center of applied linguistics in Montevideo, under official and private auspices or even on a binational basis, would be a decisive factor to correct the existing mistakes and to improve and expand, perhaps on a short term basis, the prevailing conditions. The functioning of such centers in key cities in the Americas may be veritable springboards for the launching of a continental revolution in language teaching.

VIII. CONCLUDING REMARKS

Upon completion of a necessarily fragmentary and incomplete survey of a too comprehensive field in a highly complex situation, the writers feel rather reluctant to come up with a set of concluding remarks which, whether or not intended to have the flavor of generalizations, will inevitably thus be considered by the readers who were curious and patient enough to take this journey across the still partially explored lands of foreign language teaching in Latin America.

A cursory glance at some of the shortcomings of foreign language teaching is needed, we believe, at this point.

Promising as the situation may appear in the Latin American universities, binational institutes, and larger secondary schools, there is an acute shortage of duly qualified foreign language teachers. The absence of rewards, both material and in the nature of the recognition of an appropriate social status, drives away from the profession many meritorious young persons. The same reason accounts, at least in part, for the difficulty graduate teachers have in keeping abreast of new developments; 'follow-up' and 'refresher' courses do exist, but they are not usually paralleled by the administrative and pecuniary measures which should secure the participation of a significant number of teachers, particularly of those who live and labor in the smaller cities. This situation has deleterious consequences in the Latin American nations, usually with large sparsely-populated areas, as teachers tend to resist appointments in the provinces. And in this way is another typically Latin American circle closed.

Undeservedly low socioeconomic status still has another negative consequence. It is not unusual for foreign language teachers, particularly of those working in secondary schools, to add some ten to twenty (sometimes even more) hours of private tutoring to their 'regular' thirty or thirty-six weekly hours at school. We hardly need go into the eventual loss of human capital this unnatural amount of work means to the Latin American communities; let us solely consider the evil consequences which lack of time has on any person who has been entrusted with a profession. The average Latin American foreign language teacher has no time to read journals, to visit classes by his colleagues, to write about his own experiences — let alone to attend professional meetings with any regularity; he is usually faced with — to the European or North-American reader — unbelievable alternatives: dinner or the meeting of the foreign language association; the daily newspaper or the professional journal; talking to the children before they go to sleep or preparing classes for tomorrow. Homely as all this may sound, it reflects a very serious situation whose remedy should be considered with absolute priority if anything is to be done concerning the improvement of foreign language instruction in these parts of the New World.

Books constitute another problem. Money and time are not the only barriers between Latin American foreign language teachers and books printed in Europe or in the United States of America; import restrictions arising from unfavorable 'terms of exchange' make foreign books ever more scarce. There is little that the Latin

American governments can do in this case, but the financially more powerful nations could do much in, for example, the form of currency exchange facilities for foreign language teachers who wish to buy specialized books (or subscribe to specialized magazines). On the pessimistic assumption that rationing of time is bound to continue for some time, we all know that browsing a book is better than not having it at all. Or why not jointly assist in the publication of a 'foreign language digest' for all of Latin America?

This brings us to the vital issue of communications between groups of foreign language teachers in the different Latin American countries. Communications do exist within the reduced group of lecturers and experts, and even there usually at the cost of great personal economic sacrifice — for distances are very, very long in America.

In some Latin American areas more coordination, based on mutual respect and understanding, is needed between the binational centers and the local teachers in the public schools. Frictions have not uncommonly arisen when the binational center authorities have failed to realize that each Latin American republic presents peculiarities, or when such authorities have tried to center, monitor, or patronize foreign language teaching in the absence of the consent of the local teachers, or in the absence of an open dialogue. The practice, existing in some places, of having the local teachers working in the binational centers examine their colleagues in the local schools who apply for scholarships is particularly deleterious for good relations, especially if the personnel at the binational institution happen to be nongraduate or newly graduated.

The number of foreign language teaching grants for study or stay abroad is surprisingly low, especially in relation to the scholarships or fellowships granted in the technical and scientific areas. We certainly need not enlarge upon this point. To the largest possible extent the policies governing the granting of scholarships should correlate with the hierarchical expectations of teachers; selecting bodies do not necessarily become objective when local personalities are asked to integrate them.

Not infrequently have absolute statements about new foreign language teaching principles bewildered the Latin American teacher. Perhaps we should try and restore his confidence by stating clearly what we all know, namely, that there is no substitute for the hard-working and enthusiastic teacher. An open-minded attitude is indeed required from professors and supervisors.

It has become commonplace to speak of 'revolutions' in Latin America from a political point of view and to describe major attempts at changes in the socioeconomic systems in terms of the aspirations of the lower and middle classes, such as the eradication of illiteracy and more educational opportunities. Although educational reforms have often characterized both the secondary school and the university curricula of many if not most countries in these regions, the impact that such reforms have had on the role of foreign languages has been slight. Reform in the field of foreign language teaching and in the attitude of the authorities towards foreign languages is urgently needed, no matter how advanced a few institutions may be and regardless of the outstanding initiatives stemming either from individuals or from official sources.

Above all, and in consideration of the gap between needs and resources in all of Latin America, this reform movement should be carefully planned.

The preceding survey should have proven sufficiently revealing of the acute problems afflicting the overall position of foreign language instruction in the Latin American secondary schools; it must have also indicated that there is a growing concern both on the part of private and official institutions over the gradual elimination of difficulties to be found within the profession itself — the too short foreign language programs, the frequent lack of adequate teacher training, and the emphasis on the reading-translation aim, to name just a few.

Global solutions which could bring about a drastic reorganization of foreign language instruction in the Latin American countries can not be possibly contemplated, even on a long term basis, on account of the striking diversity of educational systems and of the complexity of cultural patterns characterizing Haiti, the Spanish-speaking countries and large, Portuguese-speaking Brazil.

Diversity, however, should be no obstacle to planned reform, which should start in the countries where the prevailing educational practices leave ample room for greater flexibility in the secondary and university curricula, where, in other words, the educational atmosphere is more congenial and conductive to not only generating interest in foreign language learning but especially to sustaining, expanding, strengthening, and orienting such interest on a nation-wide basis. What the writers are proposing here is the inception of a generative reform movement involving realistic attitudes towards foreign language learning and teaching. Every country in Latin America is in a position to contribute to the preparatory stages of such an enterprise, (witness, for instance, the great cooperative efforts of individuals connected with the Inter-American Program in Linguistics and Language Teaching) but some countries are in a more privileged position than others to launch reforms in foreign language teaching in the near future; these reform movements are bound to be fruitfully contagious to other Latin American nations.

The establishment of carefully planned national policies regulating foreign language instruction in the official or government schools would be a major step toward the eradication of a multiplicity of pseudo approaches to language teaching. Attempts on the part of individual Ministries of Education to improve both linguistically and pedagogically the official programs for the teaching of foreign languages should be made known to other Latin American nations, as part of the reform movement here proposed.

The production of methodological manuals, or teacher's guides, could also be turned into a powerful tool for the fulfillment of the aims we suggest. The ever growing importance and hemispheric recognition of the goals of the Inter-American Program in Linguistics and Language Teaching might eventually persuade the educational authorities in a number of countries to devote more time and to spend more funds on projects carried out on a teamwork basis rather than resulting from individual contributions.

A listing of key figures, outstanding institutions, and main trends characterizing foreign language teaching in Latin America would fail for its many omissions and noticeable gaps, but it would not sin as regards the seriousness of purpose which has led the writers to pursue this challenging task to an end.

Foremost on our list come those scholars who, directly or indirectly, have been in charge of specialized training programs in the United States or in Europe. The names of distinguished personalities such as Charles Fries, Robert Lado, Albert Marckwardt, Bruce Pattison, J. C. Catford, Randolph Quirk, A. H. King, and André Martinet deserve special mention amongst many linguists of renown. Amongst the authors of published materials which have been of paramount importance to foreign language teaching in Latin America we may now mention, besides the personalities referred to above, I. A. Richards, Christine Gibson, Ralph Robinett, Betty Wallace Robinett, William Slager, Pauline Rojas, Edward Cornelius, Clifford H. Prator Jr., Frederick B. Agard, Kenneth Croft, Audrey Wright, James McGillivray, Michael West, Harold Palmer, A. S. Hornby, F. G. French, W. S. Allen, E. V. Gatenby, E. E. Eckersley, Roger Kingdon, Ronald Mackin, David Abercrombie, Peter Strevens, M. A. K. Halliday, Angus McIntosh, S. Pit Corder, R. W. Zandvoort, Fr. Closset, A. Mauger and, most particularly, the editors of and contributors to *English Language Teaching* and *Language Learning*. We also remain in deep gratitude to the course directors and supervisors who, appointed by their respective governments, have labored enthusiastically and fruitfully in the binational institutes all the way from Mexico to Argentina.

Initiatives such as the 1964 seminar offered jointly by the Université de Besançon and the Universidad de Concepción, Chile, are worthy of imitation. Latin American teachers of foreign languages have been and will always be most responsive to the linguistic and pedagogical achievements of those countries where great academic importance is attached to modern language teaching and research. The United States of America, Great Britain, France, and other nations can do much to enrich the programs of the teacher training centers in Latin America; they are already doing a great deal in the promotion of higher professional standards through the granting of specialized scholarships. Conferences, meetings, congresses, round tables, and symposia on the role of foreign language teaching will be more numerous and more badly needed in Latin America.

Although some local enterprises might be considerably improved as regards their immediate outcomes, stimulating and contagious ideas usually arise from them; these ideas, once elaborated, may turn out to become effective weapons against official indifference and the unwholesome perpetuation of outdated methods of instruction. Ferment is evident in several Latin American centers for the teaching of foreign languages, amongst them the Instituto Lingüístico Colombo-Americano, in Bogotá; co-sponsorship of the Colombian Ministry of Education in the Institute's project is an outstanding example of the confidence with which the local authorities may welcome the collaboration of a foreign institution of higher studies in the development of programs attuned to modern trends of foreign language teaching and to the realities of the classroom.

The appearance of teachers' guides such as the ones produced by the Instituto Lingüístico Colombo-Americano attest to the productivity in the field of foreign language teaching in Latin America. Foreign language teachers are beginning to demand that their voices be heard, that their ideas be incorporated in textbooks which promote efficient and rapid learning.

Team-sponsored textbooks produced locally are still gargantuan tasks for many Latin American countries and, until the much expected advent of more favorable conditions, the art of foreign language textbook-making will continue to be the easy profit of many and the pioneering idealism of a neglected few. A Brazilian author of an English textbook for secondary schools complained to one of the present writers that the pressure of conservative standards of textbook construction and the business mindedness of some publishing firms make it difficult for an author to innovate or even to minimize the poor contents of traditional materials.

In 1961 the Chilean Ministry of Education appointed a committee of foreign language teachers to take charge of the planning of the official programs for foreign language courses in the secondary school (different teachers constituted the committee in subsequent years); as a result of this decision a major emphasis was given to the acquisition of the audio-oral skills for the first three years of instruction. The production of more adequate locally produced textbooks was the immediate outcome of the shift of emphasis in the foreign language programs. The A.C.U. (Argentina-Chile-Uruguay) course, soon to be published, will mark a memorable date in the history of international cooperation for the production of foreign language teaching material. Some binational centers sponsored by the United States of America (e.g. Mexico, Brazil) have already produced materials of wide appeal.

The Yázigi Institute of Languages, in Brazil, has been winning national recognition, and it may well have an influential role to play in the badly needed reform of foreign language teaching in Latin America's largest nation, especially because of the Institute's pioneering attempts to promote greater dissemination of the findings of applied linguistics.

To close this listing of some representative institutions it is edifying to point out that the Uruguayan Association of Teachers of English was, by the time of the elaboration of the present review, preparing its members to be able to participate in the Instituto Lingüístico Latino-Americano, to be held in Montevideo from the 27th of December of 1965 to the 28th of February of 1966, and in the Third Inter-American Symposium in Linguistics and Language Teaching. The latter program, established in Cartagena, Colombia, in 1963, has been bringing together key figures in the field of foreign language teaching in the Americas, so that when the phase of productivity is launched, the long-cherished dream of radical reform in foreign language teaching may not seem an unattainable goal for Latin Americans.

What remains to be said about present trends in foreign language teaching in these parts of the world can be summarized as follows:

The introduction of the audio-lingual approach or of linguistically sound techniques alone will not solve the problems afflicting the profession. High and above such meritorious goals (to be pursued on a long-range basis) is a sincere examination of conscience on the part of the educational authorities regarding the status of foreign language teaching in their respective countries.

As it was stressed before, the heaviest burden of responsibility for the reform movement here preconized lies on the shoulders of the privileged language teachers who have had good training in their countries or abroad; theirs is the revolution and theirs is the destiny of foreign language teaching in Latin America. It is up to those revolutionists to win both the popular and the official recognition for their objectives. Linguistics can aid in such a campaign by orienting and enlightening the minds of teachers, but the heterogeneity of teaching procedures will not be neutralized without much cooperative effort and dedication.[66]

---

[66] At the time the proofs for this section were being corrected the authors received a copy of a rather detailed and carefully prepared report on Foreign Language Teaching in Peru, written by Ernesto Zierer, Head of the Department of Foreign Languages and Linguistics in the National University of Trujillo. This excellent survey, published in Spanish by that institution, should prove an extremely useful guide to the preparation of similar national surveys on FL Teaching in Latin America and the Caribbean in the near future. A summarized version of such report has appeared recently in the October issue of *The Linguistic Reporter*, Newsletter of the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W. Washington, D.C.

Readers interested in FL Teaching in Argentina should also read an article on the Lenguas Vivas Institute by Prof. Adriana Gandolfo (*Linguistic Reporter*, Aug., 1966) and should look forward to the appearance of other brief but highly informative articles on FL teaching in other Latin American countries to appear in the above mentioned newsletter.